DOCUMENT RESUME

ED 189 511 CG 014 536

AUTHOR	Loesch, Larry
TITLE	Leisure Counseling. Searchlight Plus: Relevant Resources in High Interest Areas. No 48+.
INSTITUTION	ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	80
CONTRACT	400-78-0005
NOTE	106p.
AVAILABLE FROM	ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($2.50)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Counseling Techniques: Counselor Training: *Leisure Time: Literature Reviews: Measurement Techniques: *Needs Assessment: *Research Needs: *Resource Materials: *Work Attitudes

ABSTRACT

This information analysis paper reviews the literature on leisure counseling, identified by a computer search of the ERIC data base from November 1966 through December 1979. The introduction highlights specific issues and trends, including the changing views and importance of leisure, changes in the nature and functions of leisure, and the emergence of leisure counseling in response to leisure problems. Definitions of leisure counseling are provided in addition to descriptions of models, programs and counseling approaches. A discussion of the current status of leisure counseling emphasizing the need for a theoretical base, improved assessment instruments, training guidelines, and research on the nature and effectiveness of leisure counseling is presented. The computer search of educational journals and ERIC documents is also included with full reference citations. (NRB)

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LEISURE COUNSELING

Larry Loesch

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searchlight

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This publication was prepared with funding from the National Institute of Education, U.S. Department of Education under contract no. 400-78-0005. The opinions expressed in this report do not necessarily reflect the positions or policies of NIE or the Department of Education.

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School of Education
The University of Michigan
Ann Arbor, Michigan 48109
Published by ERIC/CAPS

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ERIC COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE

1980

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LEISURE COUNSELING

Larry C. Loesch

There is no doubt that the world around us is in a state of rapid transition. Indeed, the word "changing" would seem to be an appropriate modifier for almost any aspect of the human condition. While in general changes have tended to improve the quality of life in our society, they have also had their ill effects. People are finding it increasingly difficult to maintain psychological equilibrium because of the constancy and pervasiveness of change. The counseling profession has responded to this situation by enlarging the realm of its service area in order to help people cope in the many important dimensions of their lives. Perhaps the newest venture in this regard is leisure counseling.

Changing Views of Leisure

The recency of leisure counseling as a counseling specialty is a reflection of the history of leisure. That is, the need for leisure counseling has only recently become evident. Leisure was not a "problem" for the ancient Greeks since they held it in the highest esteem. For example, Sophocles admonished that "Purposeless leisure breeds no good." Similarly, Aristotle epitomized the Greek outlook on life when he wrote, "The end of labor is to gain leisure." This outlook persisted for several centuries until the rise of the Protestant (Work) Ethic. This philosophy was the direct reverse of its historical precedent: Work assumed paramount importance while leisure became secondary and of little concern.

The Protestant Ethic remained the societal standard for several centuries, and its vestiges are still apparent. However, its value as an appropriate societal standard has recently been questioned on both theoretical and practical grounds (Neulinger, 1974; Severinsen, 1979)--questioning based on the fact that views of life in general, and the importance of leisure in particular, are changing. Best and Stern (1976) describe the (traditional) "linear life plan" wherein education is seen as preparation for work, the major portion of life is centered on work, and retirement (leisure) is the reward for having worked. An alternative perspective is provided by Bolles (1978) who suggests that education (learning), work, and leisure (play) are not sequential; rather, all are present throughout the life span and each varies in terms of individual importance at a particular point in time. This latter view seems most appropriate for a modern society (EJ 066 305).

Importance of Leisure

The reasons why leisure is becoming more important (i.e., receiving greater attention) relate directly to other major changes in the ways people live. For example, rapid and continuing technological advances are drastically decreasing the time necessary to perform various life tasks. The impact of technology is of course most obvious in the world of work. The Employment and Training Report of the President (1978) notes that the average number of hours worked per week continues to decrease, a trend that is predicted to continue indefinitely. The impact is also evident, however, in everyday living, as dinners are made in microwave ovens that use programmable microcircuits, with light-emitting diodes to show when the meal is done.

Social changes in sex roles, family patterns, longevity, and life styles, as well as related

economic, political, and educational changes, are also influencing the nature of leisure and its functions in people's lives. The nature of leisure is changing in that more time is available for it and that specific leisure activities are continually being changed, improved, or created. The functions of leisure in people's lives are correspondingly changing; people are expecting more from their leisure and, consequently, placing more emphasis on it. This latter point is best exemplified by the view of leisure as a stress-reduction method. Since, as many medical and psychological professionals point out, stress is a "way of life" in our society, and since participation in leisure is antithetical to stress in most people's minds, leisure is coming to be viewed as a primary method for maintaining psychological equilibrium.

Changes in Nature and Functions of Leisure

The major drawback of the current attention to leisure is its emphasis on the "leisure problem." Historically, people have generally been complacent about leisure because of the predominant Protestant Ethic. However, as people's concerns about leisure have increased, it has come under more critical scrutiny. Neulinger (1974) has identified three major problems that typically arise in this leisure evaluation process: (1) feelings of inner (i.e., psychological) threat due to the lack of skills for effective leisure decision-making, (2) value conflicts that arise when work is viewed as "productive" and leisure is viewed as "nonproductive," and (3) feelings of "meaninglessness" or "time wasting" during leisure activities. The leisure problem then is primarily psychological. Consequently, leisure counseling has emerged as the counseling profession's response to the leisure problem. At the theoretical level leisure counseling is an attempt to make the sociology and psychology of leisure applied sciences.

The Leisure "Problem"

At the practical level, leisure counseling is an attempt to help people achieve the most personally appropriate and effective leisure activities.

Toward Defining Leisure Counseling

Leisure counseling and its professional evaluation would of course be greatly facilitated if professionals could reach consensus as to its definition. Unfortunately, such is not the case. In fact, numerous definitions of leisure counseling are offered in professional literature. While such a situation is not uncommon in the counseling profession (e.g., a similar one exists for vocational counseling), it does nonetheless complicate interpretations of leisure counseling. Two primary factors underly the current diversity of leisure counseling definitions: One of these is primarily historical and has to do with the changes in perspectives toward leisure described above; the other is primarily theoretical.

Five Types of Leisure Definitions

At the theoretical level, a definition of leisure counseling must reflect a definition of leisure. Therein lies the problem. A considerable number of leisure definitions exists--which exemplifies the lack of agreement about what leisure is. Since consensus about a definition of leisure has not been achieved, it follows that consensus about a definition of leisure counseling also has not been achieved.

Five major categories of leisure definitions are evident in professional literature: time-related, activity-related, work-related, psychological, and composite. The majority of time-based leisure definitions are residual in nature--that is, leisure is viewed as something one does in

time left over after time spent on something else, usually activities deemed to be necessary for survival. For example, Brightbill and Mobley (1977) state that "Leisure is best exemplified with time--time beyond that required, organically, for existence and subsistence" (p. 5). Activity-based leisure definitions are similar in nature, but the residual aspect is more often implied than explicitly stated. Both Dumazedier (1967) and Bull (1971) suggest that leisure is any activity engaged in by choice or personal discretion (after "required" activities have been completed). Both of these types of leisure definitions are extremely comprehensive in scope and therefore allow considerable flexibility in specifying what is classified as leisure.

Work-Related Definitions Most Common

Work-related leisure definitions are by far the most common, probably because they indirectly reflect the Protestant Ethic. Two of the more commonly cited work-related definitions are provided by Wilensky (1960). He describes compensatory leisure as a situation in which an individual fails to fulfill (totally) needs through work and thus finds such fulfillment in leisure. He also describes spillover leisure as a situation in which an individual fulfills needs through work and continues to find further fulfillment through work-related leisure activities. In the former situation work and leisure activities are usually antithetical, whereas in the latter they are usually similar. While work-related leisure definitions seem to make a lot of sense, they subtly reinforce the work ethic and therefore may intensify the "leisure problem" described earlier.

Psychological definitions focus on the subjective nature of the human experience. For example, de Grazia (1962) describes leisure as something uniquely personal, with an emphasis on

the quality of feelings about an activity. Neulinger (1974) epitomizes the psychological definitions by stating that "Leisure is a state of the mind; it is a way of being, of being at peace with oneself and what one is doing" (p. xv). Inherent in all psychological leisure definitions is an emphasis on personal freedom of choice. Such definitions therefore fit well with typical counseling ideals.

Composite definitions represent attempts to describe leisure in comprehensive terms. They range from relatively simplistic models such as Kelly's (1972) two-dimensional, four-cell paradigm to Kaplan's (1960, 1975) extensive lists of the characteristics and conditions for leisure. Composite definitions emphasize the complex nature of leisure; however, many of them are too unwieldly to be of practical value for leisure counselors.

Definitions of Leisure Influenced by Practitioners

Definitions of leisure counseling are also influenced by the professional situations and orientations of the persons positing such definitions. The word "counseling" is loosely interpreted and widely applied among both laypersons and professionals. Unfortunately, even the insertion of the word "leisure" as a specific descriptor of the type of counseling has not helped to clarify the situation.

Leisure counseling is usually associated with three professional groups. The first of these is physical education and recreation specialists. They use the term "recreation counseling" as a synonym for "leisure counseling" and focus on informing people about the availabilities, characteristics, participation requirements, and potential personal suitabilities of various leisure activities.

The second group, primarily rehabilitation counselors, emphasizes the therapeutic potential of leisure activity participation. Members of this group use the term "therapeutic recreation" counseling to mean helping clients find leisure activities which will facilitate physical and/or psychosocial improvement and adjustment. The third group is composed of professionals other than those in the first two groups who identify themselves as "counselors" (e.g., school counselors, mental health counselors, counseling psychologists). They stress the psychological aspects of leisure activity participation and use the term leisure counseling to mean helping people find leisure activities which are intrinsically meaningful, satisfying, and personally effective. Obviously, these three group descriptions are highly general, and individual professionals may not fit comfortably into any one of them. However, these descriptions do allow for differentiation among three possible perspectives on leisure counseling.

Differing leisure definitions and differing professional perspectives are reflected either directly or indirectly in all attempts to describe leisure counseling. A few representative examples should help to clarify these reflections.

Some Definitions of Leisure Counseling

Overs (EJ 179 029) uses the term "avocational counseling" instead of leisure counseling and presents several definitions, each of which is work-related. His most recent is:

> Avocational (leisure) counseling assists individuals with leisure attitudinal and/or behavioral problems with choosing and effectively participating in an avocation. (p. 85)

The therapeutic potentialities of leisure activity participation are reflected in a definition presented by O'Morrow (1970). He defines (therapeutic) "recreation counseling" as:

> a technique in the rehabilitation process whereby a professional person uses all the information gathered about a person prior to release or discharge to further explore interests and attitudes with respect to leisure, recreation, and social relationships to enable him to identify, locate, and use resources in the community and thereby become an active community participant. (p. 226-227)

Gunn (1977) offers a definition which reflects typical counseling goals and techniques. She defines leisure counseling as:

> a process utilizing verbal facilitation techniques to promote self-awareness, awareness of leisure attitudes, values, and feelings, and the development of decision-making and problem-solving skills related to leisure participation. (p. 22)

The many leisure counseling definitions have been succinctly summarized by Shank and Kennedy (EJ 150 274). Their conclusion is in effect yet another definition:

> Leisure counseling involves a careful examination of a person's background, beliefs, values and attitudes and becomes a developmental education process as well as a remedial counseling process. (p. 259)

While considerable diversity exists among the various leisure counseling definitions and while consensus on a definition would probably expedite the development of leisure counseling, this diversity is not totally without merit. For one thing, it has served to foster interaction among professionals with different specialities. For another, it has brought needed attention to the importance and potential of leisure counseling. And finally, it has allowed for diverse applications of leisure counseling, some of which will be presented in the next section.

Models, Programs, and Approaches

Only a very few models of leisure counseling can be found in the professional literature. This is unfortunate since models are intended to serve as "guides" for counseling processes. Even more unfortunate, however, are the obviously widely varying interpretations as to what constitutes a "model." In fact, some of the leisure counseling models are little more than descriptions of a few possible techniques.

Leisure Counseling Models

The Milwaukee Leisure Counseling Model (EJ 127 390; 166 853) is the one perhaps most frequently cited in leisure counseling literature. This model is an outgrowth of the Avocational Counseling in Milwaukee project (ED 132 774). The articles describing it are vague at best. They note that counselor skill, expertise, and warmth are key components and that the model uses three leisure interest inventories. Somewhat more clarification is provided in the project report (ED 132 774), but specific guidelines still are not evident. In general, the articles (EJ 127 390; 166 853) on this model provide little in the way of useful and generalizable information for leisure counselors.

Limitations in Most Models

A model with similar limitations has been presented by Overs (EJ 016 909), which is simply a description of the development and potential uses of a leisure interest inventory and a leisure activities file. Implicit in the description is an emphasis on the provision of information, which reflects more of an educational than a counseling perspective.

The concepts and instruments described in the two models cited above are summarized in yet another publication in this literature search (ED 105 341). Although this leisure counseling

kit is not presented explicitly as a model, its effective use is (theoretically) based on familiarity with the Milwaukee model. Accordingly, it has the same limitations.

One Effective Model

Lest the impression be given that no effective leisure counseling models exist, it may be noted that McDowell (1976) presents one which is both substantive and functionally useful. His model is too comprehensive to be described in its entirety here. In brief, however, it provides discussions of potential orientations, theoretical concerns, techniques, and resources (EJ 166 854), and is a model which could be very useful to professionals interested in conducting leisure counseling.

In addition to models focusing specifically on leisure counseling, there are several other counseling models which contain a leisure component. For example, Super (EJ 118 970) speaks to the importance of leisure in effective career adjustment and describes how leisure factors might be considered in the career counseling process. Similar leisure components may be found in the La Guardia Community College Career Education model (ED 167 735), the Life Career Development Model (ED 114 503), the Kansas Model for Career Education (ED 095 464), the California Career Guidance Curriculum (ED 075 672), Project Plan (ED 035 907), and the Guide for Counseling Girls and Women (ED 018 558).

Leisure Counseling Programs

The most frequently cited leisure counseling program is the project on Avocational Counseling in Milwaukee (ED 132 774), a program designed to help handicapped persons who have been identified through social services agencies. The program eventually served 122 people during its initial eight-month period, over 90% of whom reported being very satisfied with the results

of their participation. The program has been continued by the Milwaukee school system.

A similar program has been developed under the auspices of George Washington University for handicapped persons in the Washington, D.C. area (EJ 149 994). This program, however, de-emphasizes counseling and gives greater emphasis to research about the interrelationships of leisure and other life factors.

The majority of leisure counseling activities of a programmatic nature are also components of larger scale programs. For example, the (Honolulu) Hawaii State Senior Center provides a comprehensive program of services for older persons (ED 069 275) and emphasizes both leisure activities and leisure counseling. It may be noted that this is an example of the recreation specialist approach to leisure counseling described earlier.

Varied Target Audiences

A highly innovative program designed to prevent juvenile delinquency, primarily through effective leisure counseling, was conducted by the San Jose, California, Police Youth Protection Unit in conjunction with the American Institutes for Research (ED 045 528). This program is noteworthy not only because of its unique approach to juvenile delinquency prevention but also because it was a large-scale counseling project that emphasized the developmental approach in leisure counseling. Also utilizing a developmental approach was a program entitled Operation Pebble (ED 020 839). Here leisure counseling was used as a technique to help economically and educationally deprived children become more aware of the world around them and their potentialities in it. The program was unique in that developmental leisure counseling was used primarily as an educational technique.

The Hartford State Jail Project (ED 019 589) attempted to use leisure counseling as a therapeutic technique for facilitating inmate adjustment. The project was favorably evaluated by the inmates and most of the prison personnel. This program exemplified how leisure counseling may be effective even in severely restricted circumstances.

Approaches to leisure counseling are almost as varied as approaches to other specific types of counseling (e.g., vocational, personal, familial). In fact, most leisure counseling approaches are adaptations of approaches that have been developed for other purposes. Primarily because of their relatively short histories, however, leisure counseling approaches are not nearly as completely developed as other approaches.

Leisure Counseling Approaches

McDowell (EJ 166 854) presents a conceptual framework for approaches to leisure counseling. He describes four leisure counseling orientations: (1) leisure-related behavior problems (a focus on therapeutic potentialities); (2) leisure lifestyle awareness (a focus on education and prevention); (3) leisure resource guidance (a focus on activity exploration); and (4) leisure skills development (a focus on leisure integrative skills). The author suggests that these categories are helpful for integrating leisure counseling theory and practice since they offer different potential focal points for different counseling purposes. More important, they support the stance that any leisure counseling approach must be tied to some theoretical base. This point seems especially noteworthy in light of the previous discussion of leisure counseling models.

The "trait-and-factor" counseling orientation is evident in several recommended approaches to leisure counseling, an orientation which of course relies heavily on the use of assessment

instruments. In the leisure counseling context this approach is most strongly advocated by Overs (EJ 016 909; 127 389) and others who were associated with the Milwaukee Avocational Counseling project (EJ 127 390; 166 853). These researchers rely primarily on the use of leisure interest inventories. Others, such as Hartlage (EJ 166 850), suggest that a variety of assessment instruments, particularly those assessing personality, may be appropriate for leisure counseling.

The terms "leisure education" and "leisure counseling" have been used interchangeably by some professionals. Consequently, some approaches which are primarily educational in nature have been presented as counseling approaches. Typical in this regard is the "retirement education" approach described by Weiss (EJ 141 940). Others, such as Peterson and Gunn (EJ 166 844), view leisure counseling as a component of leisure education, thus making at least a conceptual distinction.

Another very common approach is to treat leisure counseling as if it were either synonomous with, or an integral part of, vocational counseling. Such an approach obviously reflects a work-related definition of leisure. Numerous authors recommend this integration of vocational and leisure counseling (ED 075 672; 095 464; 114 503; 122 054; 130 161; 141 687; 149 176; 160 174; EJ 066 046; 106 696; 135 703; 160 275). While pragmatically there seem to be functional benefits to an integrated approach, unfortunately leisure often is treated as "work's poor relation" in the implementation of such an approach--a point that has been emphatically presented by at least one author (ED 105 315).

A variety of other, much more specific, approaches has also been presented. For example, Gunn (EJ 166 846) describes a systems approach to leisure counseling which includes assessment, goal determination, program planning and implementation, evaluation, and post-programming (follow up). McLellan (EJ 166 845) describes an approach grounded in values clarification techniques which strives to help clients understand the personal values of leisure. Ryan (EJ 150 295) presents a unique perspective which blends assertiveness training and leisure counseling into a single approach.

These representative examples tend to imply that leisure counseling is highly flexible and adaptable. To a certain extent this is probably true. However, the lack of substantive models and programs serves as a caution against assuming that all is right with leisure counseling. It seems appropriate therefore to scrutinize carefully the state-of-the-art of leisure counseling.

The Current Status of Leisure Counseling

Leisure Counseling in its Adolescence

Leisure counseling may be characterized as being in its adolescence. Like an adolescent, it has outgrown its early, highly tentative beginnings but has not yet reached full maturity. It has grown to what will probably be its ultimate physical form but has not solidified its conceptual systems. It seeks input but does not always respond to what it receives. In short, leisure counseling is immersed in an identity crisis: Its beginnings are established, but it needs the wisdom of experience and time. Moreover, this statement applies not only to leisure counseling in general but also to each of its many facets.

Perhaps the greatest current shortcoming of leisure counseling is its lack of a substantive theoretical base. Neulinger (EJ 166 843) deplores this situation and pleads for the development of an effective theoretical rationale for the conduct of leisure counseling. Other authors, such as Shank and Kennedy (EJ 150 274) and Brender (ED 105 315), follow the logical extension of Neulinger's concern by pointing out the often obvious incongruence among leisure counseling goals, objectives, and techniques. Such incongruence is a direct result of the use of a wide variety of techniques without attempts to tie them together through a specific underlying theory. Leisure counseling is thus often a hodgepodge of techniques rather than a systematic counseling process.

Need for Theoretical Base

A problem directly related to the lack of substantive theories is the tendency to view leisure counseling as a very simplistic endeavor. This tendency is typically manifested through the use of a few basic approaches regardless of the client's particular needs or situation. Neulinger (EJ 166 843) summarizes the difficulty succinctly:

Leisure Counseling Not Easy or Simplistic

> At the threshold of a new discipline of leisure counseling, it's tempting to develop quick programs, easy solutions, and "workable" techniques. A simple system would be ideal, but the nature of the problem is not likely to make such a solution possible, nor even desirable. Leisure counseling calls for a multiplicity of approaches. (p. 27)

The author goes on to suggest that leisure counseling will gain credibility only when its complexity is functionally comprehended by leisure counselors.

The current status of leisure counseling assessment instrumentation is also an area of significant concern. Several major reasons underly this concern. For example, the number of available

leisure counseling assessment instruments is extremely small. The majority of these instruments focus on the assessment of leisure interests, though others measure leisure attitudes, patterns, values, and satisfaction. However, fewer than ten leisure interest assessment instruments are commonly mentioned in the professional literature, and two of those are no longer available. In addition, only one leisure assessment instrument is published by a major publishing company; the others typically are available only from their respective authors. In sum, even the few available assessment instruments directly relevant to leisure counseling are hard to obtain.

Leisure Counseling Assessment Instruments

Another and even more important concern about leisure counseling assessment instruments is their general lack of quality. This deficiency is of course due in part to lack of a sound theoretical base. More important, however, the instruments simply have not been sufficiently developed to merit their current level of use. The APA standards for psychological tests require that validity and reliability be rigorously established, that normative data reflect sizable and representative samples, and that a substantive research base support instruments that are to be used for decision-making (e.g., counseling) purposes. Only one of the currently available leisure assessment instruments approximates these standards (Walshe, 1977). The situation is dramatically pointed up by McDowell (cited in Walshe, 1977) who notes that not a single leisure (counseling) assessment instrument is included in Buros' Mental Measurements Yearbook or in any other publication with a similar purpose.

Need for Improved Leisure Counseling Instruments

Shank and Kennedy (EJ 150 274) identify yet another concern when they note that there are no guidelines (i.e., ethical standards) for the provision of leisure counseling services. Relatedly,

several authors (ED 105 315; EJ 166 847; 166 848; 179 029) have asserted that there are no guidelines for the preparation and training of leisure counselors. The unfortunate result is that literally anyone, regardless of whether the individual has had any preparation in counseling, can do leisure counseling. This state of affairs is of course directly antithetical to the goals and purposes of professional organizations such as APGA or APA.

Need for Training Guidelines

Another major shortcoming in leisure counseling is lack of significant research. It would probably be more correct to say lack of research--period. Research on the nature of the leisure counseling process is nonexistent. Research on the effectiveness of leisure counseling is almost nonexistent. The only noteworthy effort in this regard was the Milwaukee Avocational Counseling project (ED 132 774), and it was methodologically limited at best, primarily because of the assessment instruments used. The research which is used to "support" leisure counseling deals primarily with leisure, not leisure counseling. Moreover, most of it is sociological in nature and therefore must be interpreted subjectively in order to obtain psychological inferences. It is also significant to note that what little research has been done on leisure counseling does not appear in publications that are likely to be read by professionals who identify themselves primarily as counselors.

Need for Leisure Counseling Research

The picture for leisure counseling is not really as bleak as it may seem, however, and it does have significant "positive" aspects. For example, a considerable number of resources is available for use by leisure counselors. Most of these are in the form of information about

Resources Available

various leisure activities and as such are similar to sources of occupational information. Information about leisure in general and leisure "theory" and research in particular is also readily available, primarily through publications such as the Journal of Leisure Research, Leisure Information Newsletter, Journal of Leisureability, and the Journal of Physical Education and Recreation. Publication of books devoted to various aspects of leisure is increasing rapidly, and information specifically about leisure counseling also is becoming more readily available. The Counseling Psychologist, Vol. 9, No. 1, will be devoted exclusively to leisure counseling. Other professional counseling journals are also including more and more articles related to leisure counseling. Finally, books devoted exclusively to leisure counseling are being published in ever increasing numbers. Thus, even though professionals interested in leisure counseling may have to do a little searching, they will be able to find a substantial amount of resource information.

Burgeoning Literature on Leisure Counseling

The different types of people who have been recipients of leisure counseling is another positive aspect of the leisure counseling situation. The group which currently has received the most attention in this regard is older persons, particularly those in the so-called retirement period. The need for such programs as well as suggestions for program elements, formats, approaches, and techniques are well documented in the professional literature (ED 019 564; 069 275; 109 588; 132 798; 150 911; EJ 141 940; 146 218; 166 851; 166 852). Older persons have literally been the "field test" participants for most of the primary leisure counseling techniques in use today. They have served the counseling profession well in this regard for

Variety of Recipients of Leisure Counseling

several reasons. First, leisure is important to them because of the considerable amount of time they have available. Next, many of them are more able to experiment with their lives and lifestyles than are younger persons who are restricted by the responsibilities of earlier adult developmental life stages. Finally, older adults are often more accessible as clients because of their life situations and are more willing to avail themselves of leisure counseling than are younger persons. Thus, older persons have made highly significant contributions to the development and evolution of leisure counseling.

A second group of people who have frequently received leisure counseling is correctional institution inmates. Two of these efforts are documented in this search (ED 019 589; 053 332). Leisure counseling activities with incarcerated individuals are intended to be therapeutic (i.e., rehabilitative) in nature and focus on the periods both during incarceration and afterward (EJ 163 198). Leisure counseling with incarcerated individuals is particularly useful because it has the potential for being a nonthreatening method for facilitating future adjustment in society (EJ 163 198).

Handicapped and/or disabled persons are yet another group who have received leisure counseling with a therapeutic orientation. The need for and desirability of leisure counseling with handicapped persons have been effectively and comprehensively summarized by Verhoven and Goldstein (ED 123 867). Leisure counseling has been used as therapy for persons with a variety of handicaps such as deafness (ED 133 981), blindness (ED 133 981), visual impairment (ED 017 106), and physical (movement) disabilities (ED 132 774). The therapeutic

goals in leisure counseling with handicapped persons typically include environmental adjustment and, in some cases, lessening of the handicap's severity (EJ 149 994).

A wide variety of other client populations has also received leisure counseling, though to a considerably lesser degree. Some of these client populations include adults (ED 018 750), underprivileged children (ED 020 839), high school students (ED 162 099; 164 154), and community college students (ED 167 735). These programs are all nontherapeutic in nature and focus instead on facilitating leisure satisfaction.

Potential Yet to be Realized

Although leisure counseling has been provided for several different client populations and approached from several perspectives, it has not even come close to fulfilling its potential as a specialty in the counseling profession. In order for this potential to be realized fully, there will have to be significant movements within the counseling profession itself.

Implications for the Counseling Profession

Substantive Leisure Counseling Theory Needed

The need and potential for leisure counseling have been addressed, directly or indirectly, in more than three-fourths of the entries in this search. Clearly leisure counseling could become a major professional counseling specialty. But what would it take to make it so?

One thing is clear: More substantive theoretical bases specifically applicable to leisure counseling must be developed. To be sure, beginnings have been made. But these beginnings consist primarily of adaptations of other theories (e.g., vocational), and as such, will never allow leisure counseling the independence it needs to achieve its potential as a functional

specialty (EJ 166 843; 166 854). Further, it is essential that theory support both developmental and remedial approaches (EJ 166 843). It goes without saying that sound theory would in turn allow for experimentation and improvement in leisure counseling techniques.

Extensive Research Needed

Second, there is a critical need for more and better research on leisure counseling. Initial efforts in this regard have been both promising and encouraging (e.g., ED 132 774). However, to continue to offer leisure counseling on the basis of such limited research is to do a serious disservice to clients. Research should focus on three primary areas: (1) the nature of leisure, (2) the leisure counseling process, and (3) the outcomes of leisure counseling activities. Substantive research in these three areas would greatly facilitate and expedite the development of effective leisure counseling practices (ED 123 867).

Interdisciplinary Approach Stressed

Significant improvements in the training and professional preparation of leisure counselors are crucial to its becoming a viable counseling specialty (EJ 127 385). This training should be grounded in basic counselor education but should also incorporate the unique aspects of leisure and leisure counseling. Thus, it is essential to utilize an interdisciplinary approach (EJ 166 847; 166 848) that covers topics such as the psychology and sociology of leisure, principles of recreation, vocational development, developmental psychology, and research (ED 012 054; 012 079; 019 564; 105 315; 130 161; 149 176; EJ 127 385; 150 274; 166 847; 166 848). Moreover, such training should also incorporate supervised experiences such as practica and internships (EJ 166 849). Finally, although some leisure counseling preparation resources exist (e.g., ED 012 079; 017 106; 018 558; 019 564; 067 865; 105 315; 135 199; 140 190; 140 196; 145 171; 160 174; 163 387;

EJ 056 032; 166 847; 166 848), most include leisure as a small component in a much more comprehensive program. What is needed are training resources specifically applicable to the preparation of leisure counselors.

Broader Client Populations

Most of the implications for the counseling profession concern the actual practice of leisure counseling. Primary among these is the need to increase the diversity and numbers of the recipients of such assistance. As noted earlier, current leisure counseling activities have focused most often on older and/or handicapped persons, efforts that should of course continue. However, the literature stresses strongly the need for extending leisure counseling to other populations such as families (EJ 175 350), persons at midlife (EJ 160 275), high school students (ED 164 154), gifted students (ED 163 387), military personnel (ED 026 607), adults (ED 023 950; 160 174), and girls and women (ED 018 558; 098 437; 122 054; EJ 066 046). Conspicuously absent from the list of potential leisure counseling clients are children and youth. This is a serious omission which may be corrected soon as leisure counseling gains in status and substance.

Better Assessment Instruments Needed

Leisure counseling will also be improved significantly when better assessment instruments are developed (Walshe, 1977), greater emphasis is given to the developmental aspect of leisure counseling (EJ 166 844), and leisure counseling resources expand and become more readily available (EJ 166 849). The public needs to be educated about the value of leisure in people's lives (EJ 127 389) and the ways leisure counseling can be helpful to them. Finally, there is a need for attitude change among counseling professionals so that leisure counseling receives

the professional attention it needs and deserves.

In conclusion, leisure counseling is here and, hopefully, here to stay. It has the potential to be an exciting and valuable new specialty within the counseling profession. If this potential can be achieved, and that does not appear to be a particularly difficult task, the counseling profession will have developed and will be able to provide yet another valuable service for needful clients. Helping people is what counseling is all about, and leisure counseling is one more way of doing just that.

Tremendous Potential of Leisure Counseling

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Neulinger, J. The psychology of leisure. Springfield, IL: Charles C. Thomas, 1974.

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Severinsen, K. N. Should career education be grounded in the Protestant Ethic? Personnel and Guidance Journal, 1979, 58(2), 111-116.

Walshe, W. A. Leisure counseling instrumentation. In D. M. Compton and J. E. Goldstein (Eds.), Perspectives of leisure counseling. Arlington, VA: National Recreation and Park Association, 1977.

Wilensky, H. L. Work, careers and social integration. International Social Science Journal, 1960, 12, 543-560.

FORMAT OF
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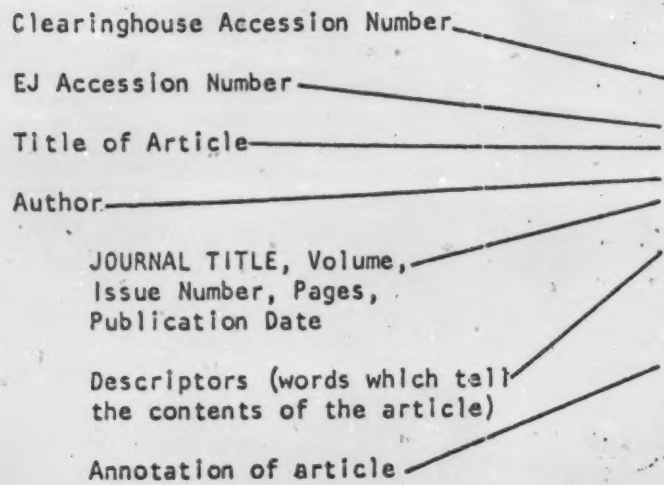
Clearinghouse Accession Number
EJ Accession Number
Title of Article
Author
JOURNAL TITLE, Volume, Issue Number, Pages, Publication Date
Descriptors (words which tell the contents of the article)
Annotation of article

EJ125694 CG509354
Revitalizing the Career Information Service
Reardon, Robert C.; Minor, Carole W. Personnel and Guidance Journal; 54; 3; 169-171 Nov 75
Descriptors: *Vocational Counseling/ *Information Dissemination/ *Educational Planning/ *Job Placement/ *Career Planning/ Program Descriptions/ Guidance Services/ Higher Education/ Information Sources/ College Students
The authors describe the Curricular-Career Information Service (CCIS), which is an outreach, self-help, multimedia-based and preprofessional-staffed career guidance service. CCIS consists of five instructional modules which relate to the following student problems: uncertainty about major, relationship of major to jobs, finding a job and information on occupations. (Author/SE)

* Journal articles are available only in the journals cited. The articles are not on microfiche.

Print 24/5/1-81
DIALOG File1: ERIC 66-79/NOV (Item 1 of 81) User 1210 16jan80

EJ180427 SP506965
"Please Send Full Story on Leisure Counseling"
Edwards, Patsy B.
Journal of Physical Education and Recreation, 49, 2, 33-5 Feb 78
The author answers general questions on the meaning and function of leisure counseling, as might be posed by students, professionals, and researchers. (MJB)
Descriptors: *Leisure Time/ *Counseling Goals/ Definitions/ Counseling Theories
Identifiers: *Leisure Counseling

EJ179029 CG514238
Avocational Counseling
Overs, Robert P.
Counseling Psychologist, 7, 2, 85-7 77
Reprint Available (See p. vii): UMI
Avocational (leisure) counseling assists individuals with leisure attitudinal and/or behavioral problems with choosing and effectively participating in an avocation. Avocational counseling has the task of developing theory, techniques, and tools for doing the job. The author discusses counseling psychologists and avocational counseling, an avocational counseling program, and training implications. (Author)
Descriptors: *Counseling/ *Leisure Time/ *Changing Attitudes / *Behavior Problems/ *Counselor Training/ State Of The Art Reviews
Identifiers: *Avocational Counseling

EJ175350 CG513749
A Quality of Life Framework for Family Life Leisure Activities
Groves, D. L.; Lastovica, A. M.
International Journal of Family Counseling, 5, 2, 59-64 F 77
Reprint Available (See p. vii): UMI
The purpose of this paper is to explore the potential of a family-leisure interface to improving the quality of life in technological societies. The finding suggests that there are many structural and functional similarities between the family and leisure as social processes. (Author)
Descriptors: *Leisure Time/ *Recreational Activities/ *Family Life/ *Life Style/ *Productive Living/ Family Counseling/ State Of The Art Reviews

EJ166854 SP506090
Integrating Theory and Practice in Leisure Counseling
McDowell, Jr., Chester F.
Journal of Physical Education and Recreation, 48, 4, 51-4 Apr 77
Reprint Available (See p. vii): UMI
This article examines the basic foundations for integrating theory and practice in any particular counseling medium and suggests a model for such integration for the field of leisure counseling. (MB)
Descriptors: *Leisure Time/ *Counseling Effectiveness/ Counseling Theories
Identifiers: *Leisure Counseling/ Theory Practice Integration

EJ166853 SP506089
The Milwaukee Leisure Counseling Model
Magulski, Michael; And Others
Journal of Physical Education and Recreation, 48, 4, 49-50 Apr 77
Reprint Available (See p. vii): UMI
Descriptors: *Leisure Time/ *Counseling Programs/ *Program Descriptions/ *Institutionalized Persons/ *Senior Citizens/ Recreational Activities/ Individual Development
Identifiers: *Leisure Counseling/ Milwaukee Avocational Guidance Leisure Counseling

EJ166852 SP506088
Helping Meet the Needs of Institutionalized Aged People
Stensrud, Carol
Journal of Physical Education and Recreation, 48, 4, 46-48 Apr 77
Reprint Available (See p. vii): UMI
Leisure services, especially those involving aged people, need to focus not on the activities themselves, but on awareness of leisure, lifestyles, interrelationships, processes, values needs, and the meaning of activity. (MB)
Descriptors: *Leisure Time/ *Counseling Theories/ *Senior Citizens/ *Program Development/ *Counseling Effectiveness/ *Institutionalized Persons/ Individualized Programs/ Personal Interests/ Personal Values
Identifiers: *Leisure Counseling

DIALOG File1: ERIC 66-79/NOV (Item 7 of 81) User 1210 16Jan80

EJ166851 SP506087
Avocational Counseling for the Elderly
Overs, Robert P.; And Others
Journal of Physical Education and Recreation, 48, 4, 44-5 Apr 77
Reprint Available (See p. vii): UMI
The experiences of a Milwaukee area avocational counseling program for the elderly may be helpful to others wishing to start such programs. (MB)
Descriptors: *Leisure Time/ *Recreational Activities/ *Senior Citizens/ *Counseling Theories/ *Program Descriptions/ Program Development
Identifiers: *Leisure Counseling/ Wisconsin (Milwaukee)/ Avocational Activities

EJ166850 SP506086
Leisure Counseling from Personality Profiles
Hartlage, Lawrence
Journal of Physical Education and Recreation, 48, 4, 43 Apr 77
Reprint Available (See p. vii): UMI
Success has been experienced in efforts to develop personality and interest profiles that correlate with satisfaction in given leisure activities. (MB)
Descriptors: *Leisure Time/ *Counseling Theories/ *Personality Theories/ *Profile Evaluation/ Recreational Activities/ Personality Studies/ Program Improvement/ Research Needs
Identifiers: *Leisure Counseling

EJ166849 SP506085
Practice Makes Perfect Leisure Counseling
Edwards, Patsy B.
Journal of Physical Education and Recreation, 48, 4, 40-2 Apr 77
Reprint Available (See p. vii): UMI
The ability to guide a client comes from practice and from a good knowledge of community resources. (Author)
Descriptors: *Leisure Time/ *Counseling Programs/ *Counseling Effectiveness/ Recreational Activities/ Counselor Performance/ Staff Improvement/ Counseling Goals/ Human Relations
Identifiers: *Leisure Counseling/ Practice

EJ166848 SP506084
Educating Recreators for Leisure Counseling
Epperson, Arlin
Journal of Physical Education and Recreation, 48, 4, 39-40 Apr 77
Reprint Available (See p. vii): UMI

The leisure counseling movement must begin to be concerned with both physical needs, which can be met by vigorous activity, and psychological needs, including recognition, achievement, acceptance, and self-esteem, which vocational activities often do not satisy. (MB)
Descriptors: *Leisure Time/ *Counseling Theories/ *Counseling Goals/ Counseling Effectiveness
Identifiers: *Leisure Counseling

EJ166847 SP506083
Professional Preparation and Leisure Counseling
Hayes, Geno A.
Journal of Physical Education and Recreation, 48, 4, 36-8 Apr 77
Reprint Available (See p. vii): UMI
There must be an in-depth, interdisciplinary approach to academic preparation for the leisure counselor in order to assure the development of a competent corps of professionals. (MB)
Descriptors: *Leisure Time/ *Counseling Theories/ *Counselor Qualifications/ *Counselor Training/ *Program Development/ *Interdisciplinary Approach/ Counselor Certification
Identifiers: *Leisure Counseling

EJ166846 SP506082
A Systems Approach to Leisure Counseling
Gunn, Scout Lee
Journal of Physical Education and Recreation, 48, 4, 32-5 Apr 77
Reprint Available (See p. vii): UMI
The efficacy of leisure counseling depends upon the development of systematic processes of service delivery and the accumulation of sophisticated knowledge, skills, and experiences necessary to be facilitative helpers. (MB)
Descriptors: *Leisure Time/ *Counseling Theories/ *Systems Approach/ Systems Analysis/ Organizational Theories/ Referral/ Goal Orientation/ Program Planning
Identifiers: Leisure Counseling

DIALOG File1: ERIC 66-79/NOV (Item 13 of 81) User 1210 16jan80

EJ166845 SP506081
Valuing: A Necessary Phase of Leisure Counseling
McLellan, Robert W.
Journal of Physical Education and Recreation, 48, 4, 31-2 Apr 77
Reprint Available (See p. vii): UMI
For permanent benefits to ensue from leisure counseling, the client must not simply identify leisure interests and locations but must also come to value leisure and the opportunities it presents. (MB)
Descriptors: *Recreational Activities/ *Leisure Time/ *Counseling Theories/ *Personal Values/ Counseling Effectiveness
Identifiers: Leisure Counseling/ Values Clarification

EJ166844 SP506080
Leisure Counseling: An Aspect of Leisure Education
Peterson, Carol Ann; Gunn, Scout Lee
Journal of Physical Education and Recreation, 48, 4, 29-30 Apr 77
Reprint Available (See p. vii): UMI
Leisure counseling focuses on identifying and removing blocks to play behavior.
Descriptors: *Leisure Time/ *Counseling Programs/ *Counseling Goals/ *Inhibition/ *Behavior Change/ Recreational Activities/ Program Development/ Play
Identifiers: Leisure Counseling

EJ166843 SP506079
Leisure Counseling: A Plea for Complexity
Neulinger, John
Journal of Physical Education and Recreation, 48, 4, 27-8 Apr 77
Reprint Available (See p. vii): UMI
Leisure counseling, an outgrowth of education, counseling, and psychotherapy, is a new and complicated discipline, for which quick programs, easy solutions, and "workable" techniques may be neither possible nor desirable. (MB)
Descriptors: *Leisure Time/ *Counseling Programs/ *Program Development/ Counseling Goals/ Educational Innovation/ Recreational Activities
Identifiers: *Leisure Counseling/ Program Rationale

EJ163198 SP505819
The Bottle and the Tube: Leisure for the Convicted
Panik, Martin A.; Mobley, Tony A.
Parks and Recreation, 12, 3, 28-30,54-55 Mar 77
This article emphasises the importance of guiding paroled prisoners or those on probation in using their leisure time in creative and socially acceptable ways. (JD)

Descriptors: *Leisure Time/ *Anti Social Behavior/ *Behavior Change/ *Recreational Programs/ *Rehabilitation Counseling/ Parole Officers/ Probation Officers/ Drinking/ Television Viewing/ Behavior Patterns
Identifiers: Parolees/ Probationers

EJ160275 CG512478
Leisure and Career Development at Mid-Life: A Rationale
McDaniels, Carl
Vocational Guidance Quarterly, 25, 4, 344-349 Jun 77
Leisure is being recognized as a part of life. It complements work and may be considered with work as the total of career development. Leisure has special significance for mid-life change. (Author)
Descriptors: *Vocational Development/ *Middle Aged/ *Leisure Time/ *Life Style/ *Adult Development/ *Employment Patterns/ State Of The Art Reviews/ Vocational Counseling/ Adult Counseling

EJ150295 EC090410
Assertive Training: Its Use in Leisure Counseling
Ryan, Kathleen A. Budziszewski
New Outlook for the Blind, 70, 8, 351-4 Oct 76
Descriptors: *Visually Handicapped/ *Leisure Time/ *Communication Skills/ *Adult Counseling/ Special Counselors
Identifiers: Assertive Training

EJ150274 EC090375
Recreation and Leisure Counseling: A Review
Shank, John W.; Kennedy, Dan W.
Rehabilitation Literature, 37, 9, 258-62 Sep 76
Descriptors: *Handicapped/ *Rehabilitation Counseling/ *Recreation/ *Leisure Time/ Research Reviews (Publications)

DIALOG File1: ERIC 66-79/NOV (Item 20 of 81) User 1210 16jan80

EJ149994 CG511520
An Institute on Attitudinal, Legal, and Leisure Barriers to the Disabled
Reeder, Charles W.; Linkowski, Donald C.
Rehabilitation Counseling Bulletin, 20, 1, 76-79 Sep 76
This article describes a new Regional Rehabilitation Research Institute at George Washington University and gives a conceptual framework and some aspects of the research methodology. The theme of the Institute is "Barriers to the Disabled: Attitudinal, Legal, and Leisure." (Author)
Descriptors: *Physically Handicapped/ *Handicapped/ *Rehabilitation Counseling/ *Research And Development Centers/ *Research Needs/ Program Descriptions/ Sociopsychological Services/ Normalization (Handicapped)

EJ146218 CG511176
Patterns of Leisure and Adjustment to Retirement
Peppers, Larry G.
Gerontologist, 16, 5, 441-445 Oct 76
The nature of leisure participation among retirees and the effect of "types" of leisure on life satisfaction were the subject of this study. Isolate activities were found to be most prevalent. Life satisfaction appeared to be influenced by activity "type", number of activities, and participation-enjoyment congruence. (Author)
Descriptors: *Behavior Patterns/ *Adjustment Problems/ *Retirement/ *Older Adults/ *Leisure Time/ *Recreational Activities/ Research Projects/ Senior Citizens/ Educational Gerontology/ Adult Counseling/ Life Style
Identifiers: *Life Satisfaction

EJ141940 SP504620
Learning and Planning for Retirement
Weiss, Caroline R.
Journal of Physical Education and Recreation, 47, 3, 51-2 Mar 76
Education for the leisure of retirement is discussed from the perspectives of considerations related to leisure in later life, the delivery of preretirement counseling and information, and the current status of education for leisure in schools. (GW)
Descriptors: *Leisure Time/ *Retirement/ *Counseling/ *School Responsibility/ *Senior Citizens/ Psychological Needs/ Social Relations/ Organizations (Groups)/ Industry

EJ135703 CG509977
Toward an Understanding of Work-Leisure Relationships
Winters, R. Arthur; Hansen, James C.
Vocational Guidance Quarterly, 24, 3, 238-242 Mar 76
Through a review of literature and research, definitions of work and leisure and the nature of the relationship between work and leisure are explored. (Author)
Descriptors: *Employment/ *Leisure Time/ *Relationship/ *Counseling/ *Individual Needs/ State Of The Art Reviews/ Interaction/ Recreational Activities

EJ127390 CG509413
The Milwaukee Leisure Counseling Model
Miranda, Joseph J.; Wilson, George T.
Counseling and Values, 20, 1, 42-46 Oct 75
The authors describe a leisure counseling model. Key components of the model are skill, expertise, and warmth of the counselor. Three instruments for assessing interests and finding appropriate leisure activities have been developed and are used as part of the model. (SE)
Descriptors: *Leisure Time/ *Counseling Effectiveness/ *Models/ *Interest Tests/ *Recreation/ Personal Interests/ Instrumentation/ Counselor Role/ Computer Programs/ Recreational Activities

EJ127389 CG509412
Avocational Counseling: Gateway to Meaningful Activity
Overs, Robert P.
Counseling and Values, 20, 1, 36-41 Oct 75
Avocational counseling is defined as helping people to choose meaningful leisure activities. The author describes instruments for assessing avocational interests, discusses various procedures used during avocational counseling and describes target groups which might benefit from such counseling. Various attitudes toward leisure held by different groups are presented and discussed. (SE)
Descriptors: *Leisure Time/ *Counseling Effectiveness/ *Work Attitudes/ *Recreational Activities/ *Individual Needs/ State Of The Art Reviews/ Instrumentation/ Values/ Older Adults/ Status/ Physically Handicapped

EJ127385 CG509408
Recreation--A Tool for Counselors
Weisberg, Patricia H.
Counseling and Values, 20, 1, 12-16 Oct 75
Describes recreation as a vehicle for modifying behaviors and maintaining desirable behaviors. The author states that counselors should be concerned to counsel about leisure time because identifying positive, enhancing leisure-time pursuits can make a contribution to one's mental and physical health, thus allowing one to face and cope with reality. (Author)
Descriptors: *Leisure Time/ *Recreational Activities/ *Counseling/ *Individual Needs/ *Recreation/ State Of The Art Reviews/ Personal Adjustment/ Mental Health/ Age Differences

DIALOG File1: ERIC 66-79/NOV (Item 27 of 81) User 1210 16jan80

EJ118970 CG508624
Career Counseling in An Industrial Society
Super, Donald E.
Canadian Counsellor, 8, 4, 218-231 Oct 74
Discusses post-industrial society as one in which leisure plays an important role. Reviews the construct "career", its implications, and redefines career counseling. Presented at Canadian Guidance and Counseling Association, Winnipeg, June, 1973. (Author/BW)
Descriptors: *Career Choice/ *Occupational Guidance/ *Vocational Counseling/ *Leisure Time/ *Sociocultural Patterns / Developed Nations/ Recreational Activities

EJ106698 SP503099
Finding the Right Leisure for Every Life Style
Edwards, Patsy
Journal of Health, Physical Education, Recreation, 45, 9, 61 Nov/Dec 74
Descriptors: *Life Style/ *Leisure Time/ *Recreational Activities/ *Counseling

EJ066305 CG504997
Work and Leisure: Two Sides of the Same Coin
Day, H. I.
Canadian Counselor, 6, 4, 251-259 Oct 72
The notions of work and play are examined. It is suggested that the two not be seen as distinctly different activities but rather as elements that contribute to all activities. (Author)
Descriptors: Activities/ Counselor Role/ *Employment/ *Leisure Time/ *Play/ Vocational Counseling

EJ066046 CG504983
Life Style Counseling for a Reluctant Leisure Career
Eason, Jean
Personnel and Guidance Journal, 51, 2, 127-132 Oct 72
The author suggests that mature women seek life styles that can provide integration, structure, meaning, and the opportunity for growth and creativity. Traditional career theories don't fit, but a life style counseling concept does. (Author)
Descriptors: *Career Planning/ *Counseling/ *Counseling Theories/ *Human Development/ *Leisure Time/ Vocational Counseling/ Working Women

EJ062469 VT503963
Problems of Retirement: Some Considerations for Future Rehabilitation Programming
Currie, Lawrence E.
Rehabilitation Research and Practice Review, 2, 2, 17-24 spr 71
Descriptors: *Adjustment (To Environment)/ *Counselor Role/ Hobbies/ Leisure Time/ Middle Aged/ Older Adults/ *Rehabilitation Counseling/ Research Reviews (Publications)/ *Retirement/ *Vocational Rehabilitation

EJ056032 VT503587
Abstracts--Citations
Occupational Mental Health, 2, 1, 17-40 Spr 72
Provides abstracts and citations of journal articles and reports dealing with aspects of mental health. Topics include absenteeism, alcoholism, drug abuse, leisure, disadvantaged, job satisfaction, and others. (SB)
Descriptors: *Abstracts/ Alcoholism/ *Annotated Bibliographies/ Disadvantaged Groups/ Drug Abuse/ *Mental Health/ Occupational Guidance/ Psychopathology/ Vocational Counseling

EJ016909 RC500117
A Model for Avocational Counseling
Overs, Robert P.
J Health Phys Educ Recreation, 41, 2, 36-8 70 Feb
Describes the development of 2 technical instruments for implementing avocational choices: the Avocational Activities Inventory and the Avocational Activities File. (AN)
Descriptors: *Activities/ Adults/ *Counseling/ Interests/ *Leisure Time/ Models/ *Occupations/ Recreation/ Students/ *Vocational Counseling

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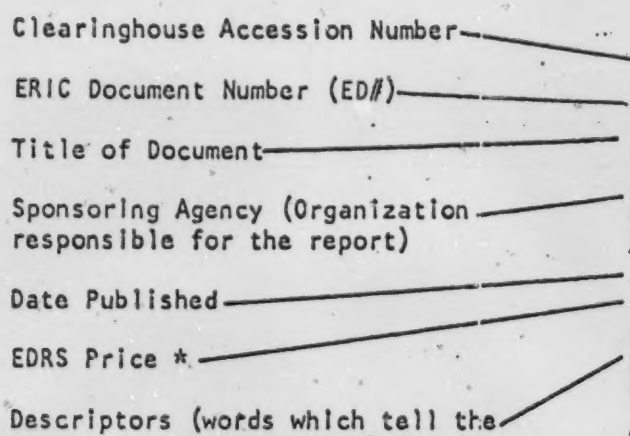
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Sponsoring Agency (Organization responsible for the report)
Date Published
EDRS Price *
Descriptors (words which tell the contents of the document)
Abstract of Document

ED110935 CE006503
Exemplary Career Resource Center for Grades 6 Through 9 in Pennsylvania.
Penns Valley Area School District, Spring Mills, Pa.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.; Pennsylvania State Dept. of Education, Harrisburg.
Publ. Date: 30 Jun 74 Note: 27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors: *Career Education/ Educational Programs/ *Elementary Secondary Education/ Information Dissemination/ Paraprofessional Personnel/ Program Descriptions/ *Program Planning/ *Program Proposals/ *Resource Centers
Following a discussion of the need for the service the document presents a proposal for the establishment of a career resource center in order to properly utilize and disseminate career information to students in Grades 6-9 in selected Pennsylvania schools. The career resource center will be involved with the following activities: (1) collection, synthesis, and placement of career information resources available from commercial and other sources; and (2) institution of an organized system for the dissemination of career information to students. The individual responsible for the organization, administration, and implementation of these services will be the career resource specialist who is a paraprofessional employed and trained by the local district. The career resource specialist will work cooperatively with the professional guidance staff in the school. Other staff members include the counselor and supporting staff (community volunteers and students). The paraprofessional will also be responsible for collecting data for the evaluation of project objectives. Necessary information for the planning of the career resource center includes suggestions for the budget and costs and amount of particular equipment and materials. A bibliography is included. (Author/EC)

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ED167735 CE019283
LaGuardia Community College: A Model for a Comprehensive Career Educational Approach to Higher Learning. Evaluation Report. (Volume III of Final Report).
La Guardia Community Coll., Long Island City, N.Y.
Sep 77 82p.; Not available in hard copy due to light print; For related documents see CE 019 282, ED 132 284, and ED 139 706
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.
Contract No.: 300-76-0329
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Geographic Source: U.S./ New York
LaGuardia Community College (New York), with support from a contract with the U.S. Office of Career Education, has developed and assessed a career education model for two-year colleges. From July 1, 1976, through September 30, 1977, LaGuardia designed, or refined, and pilot-tested career educational components that included a career resource center, work experiences, career education infusion into curricula, career simulation activities, and career advisement. Following are some of the findings based on the evaluation surveys: (1) student ratings of the career resource center, career advisement, and career simulation were consistently positive; (2) students enrolled in a redesigned Data Processing Introductory course and work experience sequence viewed the infusion attempt as a successful one, however time limitations imposed on the career education-infused Philosophy course made that experience less positive in the students' ratings; (3) the work internship program was positively judged by both interns and employers; and (4) the effective reality test in the workplace of the classroom-taught skills and concepts was seen as a prime outcome of LaGuardia's career education program. Twelve recommendations concerning implementation of career education were also presented, based on the pilot-test data. (A companion document, CE 019 282 contains a detailed description of the project objectives and activities.) (BM)
Descriptors: *Career Education/ Career Exploration/ Community Colleges/ *Cooperative Education/ Demography/ Employer Attitudes/ *Fused Curriculum/ Internship Programs/ Leisure Time/ *Participant Satisfaction/ Postsecondary Education/ *Program Effectiveness/ Program Evaluation/ *Resource Centers/ Simulation/ Vocational Counseling
Identifiers: Educational Amendments 1974

ED164154 RC010764
High School Guidance.
Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.
73 127p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Language: English
Geographic Source: U.S./ Arizona
Government: Federal
Intended for use by guidance staff members working with Navajo high school students attending reservation schools, this guideline focuses in outline form on student goals and objectives, implementation and administration, and references and resources. Students, parents, school board members, and staff members were involved in development of the guidance curriculum. Under student goals, the curriculum guide offers objectives for 12 goals, along with curriculum activities and adult involvement which will help students meet goals. Goals are identified for the topics of the dignity of individuals, leisure time, assuming responsibility, decision making, Navajo culture, multicultural adjustment, value systems, health, careers, adjustment to change, civic responsibility, and academic curriculum. The section on implementation and administration covers communication and coordination among staff and supervisory personnel, homeliving (dormitory administration and operation, homeliving staff responsibilities for physical, social, and personal development of students, parent and community support for school programs, recreation activities), counseling (counselor techniques, interviews, teacher/counselor cooperation), and student activities (community, recreational, student government, leadership, student enterprise, student banking, field trips). The final section contains references, resources, and samples of various forms. (RS)
Descriptors: American Indians/ Boarding Schools/ Career Choice/ Community Involvement/ Cultural Background/ Decision Making/ Ethics/ Family Life Education/ *Guidance Counseling/ *Guidance Objectives/ Guidance Personnel/ *Guides/ *High School Students/ Human Dignity/ Individual Development/ Leadership/ Multicultural Education/ Navajo/ Problem Solving/ *Reservations (Indian)/ Secondary Education/ Self Concept
Identifiers: *American Indian Education/ *Navajo (Tribe)

DIALOG File1: ERIC 66-79/NOV (Item 36 of 81) User 1210 16jan80

ED163387 CG013161
Searchlight. Relevant Resources in High Interest Areas. Counseling the Exceptional: Handicapped and Gifted.
Pritchett, Beverly; Baker, Adrian J.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
78 108p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Grant No.: 400-78-0005
Available from: ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI., 48109, $2.00
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Language: English
Geographic Source: U.S./ Michigan
This annotated bibliography is derived from the ERIC system and includes citations on the "exceptional" - - a wide range of people capable of benefiting from special programs. Current trends (data search from November 1966 through May 1978) are examined, together with five main implications for counselors: (1) the need to establish a relationship with the family of the exceptional person; (2) judicious use of tests and evaluations; (3) the development of skills in teacher consultation techniques; (4) the development of skills in helping handicapped and non-handicapped students relate to each other; and (5) maintenance of an awareness of current research findings. The literature cited addresses all aspects of the life and well-being of the exceptional person, from schooling and employment to leisure activities and community involvement. (Author/LP)
Descriptors: Annotated Bibliographies/ *Counseling/ *Exceptional Persons/ *Family Counseling/ *Gifted/ *Handicapped

ED162099 08 CE018214
Developmental Career Guidance Project. Pima County, Arizona.
McBain, Susan L.; McKay, Joyce
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
30 Jun 78 52p.; For related documents see CE 018 212-223 and CE 018 823
Sponsoring Agency: Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No.: AIR-66700-6/78-TR2(2)
Contract No.: 300-77-0303
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Language: English
Geographic Source: U.S.
This description of career education activities in Pima County, Arizona, was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-380. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects are reported in a similar format, including the following descriptions: project overview; program development; materials and activities; parent and community involvement; staffing and management; costs; evidence of effectiveness; and conclusions. In this report of the Pima County project, the ultimate goal is stated as follows: to help all students in the county grow in the areas of self awareness, educational awareness, career awareness, economic awareness, decision making, beginning competency, employability skills, and appreciations and attitudes. The primary subjects are identified as Pima County's 90,000 students in grades K-12, and the evaluation design is described as a posttest-only design using comparable groups of treatment and control students in grades 4-12. (BM)
Descriptors: American Indians/ *Career Awareness/ *Career Development/ *Career Education/ Community Involvement/ Consumer Economics/ Decision Making/ Demonstration Projects/ Educational Counseling/ Educational Objectives/ Elementary Secondary Education/ Evaluation Criteria/ *Evaluation Methods/ Faculty Development/ Job Skills/ Leisure Time/ Mexican Americans/ Parent Participation/ Program Administration/ Program Descriptions/ *Program Development/ *Program Effectiveness/ Program Evaluation/ Resource Materials/ Self Concept/ Student Attitudes/ Vocational Counseling/ Work Attitudes
Identifiers: Arizona (Pima County)/ Education Amendments 1974

DIALOG File1: ERIC 66-79/NOV (Item 38 of 81) User 1210 16Jan80

ED160174 JC780541
Counseling for Second Careers.
Wilcox, Paula
3 Jul 78 19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Language: ENGLISH
Geographic Source: U.S./ Arizona

This literature review focuses on the role of the community college in meeting the needs of adults seeking assistance in mid-life career changes. Factors such as longer life spans, better health, increased leisure time, and greater emphasis upon the quality of life increase the need for mid-life vocational counseling, leisure counseling programs, widow/widowers counseling, and pre-retirement workshops, as well as, the need for availability of lifelong educational opportunities. Family, job, and societal pressures can be seen to interact and produce four career patterns: routine (absence of career change), self-determined (career change because of desire rather than necessity), situationally determined (change brought about by outside pressures), and self-directed accommodation (change influenced by environmental pressures but shaped by individual choice). An assessment of the career pattern involved is one of the first steps in finding a second career, and one in which community college counseling programs should play a part. The effective accomplishment of the educational and counseling goals of a college requires the provision of services that meet the special needs and abilities of adult students, the organization of services into a pattern that is compatible with the character of the college, and the administration of services in ways that are mutually supportive. (A bibliography is included.) (MB)

Descriptors: *Adult Counseling/ Adult Learning/ *Adult Students/ Age Differences/ *Career Change/ Career Choice/ College Role/ Community Colleges/ *Junior Colleges/ Literature Reviews/ Occupational Mobility/ *Social Influences/ Socioeconomic Influences/ Student Personnel Services

ED150911 HE009648
Retirement Preparation in Higher Education. A Study of Counseling and Information Programs.
Mulanaphy, James M.
Teachers Insurance and Annuity Association, New York, N.Y.
78 97p.
Sponsoring Agency: Lilly Endowment, Inc., Indianapolis, Ind.
Available from: Teachers Insurance and Annuity Association, 730 Third Avenue, New York, NY 10017 ($2.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

A study was undertaken of the retirement preparation practices and programs in higher eudcation institutions in the United States. More than 2,200 colleges and universities participated. Only 4 percent (98) had a formal program to help employees prepare for retirement, and these institutions were mostly four-year, public, and large. Two-thirds of the programs have been in operation less than five years, and in 71 cases, responsibility was with the personnel office. Formats included one-to-one counseling, group sessions, lectures, and discussions. Program topics included the institution's retirement benefits, other financial matters, health care, legal affairs, housing, and leisure time. Program followup was used at only 23 institutions, and formal program evaluation at 43. On-site examinations of the programs at five universities (Brigham Young, University of Connecticut, Duke, University of Michigan, and Purdue) are reported in detail. (MSE)

Descriptors: Case Studies/ *College Faculty/ *Counseling Programs/ Employer Employee Relationship/ Financial Needs/ Followup Studies/ Fringe Benefits/ Health Needs/ Higher Education/ Housing/ Legal Problems/ Leisure Time/ Medical Services/ National Surveys/ *Personnel Management/ Program Evaluation/ *Teacher Retirement/ Universities

Identifiers: Brigham Young University UT/ Duke University NC / Purdue University IN/ *University of Connecticut/ University of Michigan

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ED149176 08 CE014685
Programs of Career Guidance, Counseling, Placement, Follow-Up and Follow-Through. A Futures Perspective. Information Series No. 107.
Drier, Harry N.
American Vocational Association, Washington, D.C. Guidance Div.; Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.
77 51p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-76-0122
Available from: National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 107, $3.80, quantity and series discounts available)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
A career development content model for organizing, developing, and implementing future career guidance programs is presented in this information analysis paper intended for guidance counselors and directors, program planners, and vocational educators. The model addresses such issues as self, economic, societal, leisure and avocational, and attitude and value understandings necessary for life-role decisionmaking which results in life-role planning, securing, and maintenance over the life span. Critical features of planning necessary to assure that local career guidance programs are in fact designed, developed, tested, and delivered to meet specific career development needs of the people they are to serve are discussed in the area of each process step including the following: planning (initial planning, local data-based planning, planning for local career guidance and counseling, activity tryout and implementation test), career development, needs assessment (individual and group), resources for guidance, goals and objectives, new career guidance practices (home-centered guidance, subject and nonsubject-matter-based guidance and counseling, and community centered guidance), placement (labor exchange models, client-centered models, client-advocate models), follow-through, evaluation, community relations and involvement, staff development, and attitudes toward guidance. A summary of recommendations for career guidance program, future change, and brief projections on counselor role in the near future are included. (TA)
Descriptors: Career Planning/ *Change Strategies/ Community Involvement/ Counseling Goals/ Counselor Role/ Counselor Training/ Employment Services/ *Futures (of Society)/ Guidance Programs/ *Models/ Needs Assessment/ *Occupational Guidance/ Program Development/ Program Evaluation/ *Program Planning/ *Vocational Development/ Vocational Education/ Vocational Followup

ED145171 CE012850
Kansas Administrators and Teachers Curriculum Plans for Secondary Career Education Infusion.
Borhani, Rahim, Comp.; And Others
Hutchinson Community Junior Coll., Kans.
77 839p.
Sponsoring Agency: Kansas State Dept. of Education, Topeka.
EDRS Price MF-$1.50 HC-$44.87 Plus Postage.
The career education infusion plans compiled in this document were developed by Kansas counselors, teachers, and administrators in a secondary career education workshop. The following curriculum areas are included: administration, counseling, English and foreign languages, fine arts, library and media services, industrial arts, vocational education and business, math, physical education and health, science, special and elementary education, and social science. These curriculum plans have been arranged in alphabetical order and divided into eleven sections. Within each section, three to five reports are included to provide the reader with career education objectives and student activities. For example, discussion in the administration section includes a proposed shadowing program, and several implementation plans submitted by individual schools; the counseling section contains discussion of implementing career education through the guidance and counseling program, reorganizing career education for a pilot middle school program, a job hunting lesson guide, a model career development program for students, and developing a guide for the counseling center. Student activities in the curriculum areas are arranged under the following categories: subject, topic, grade level, time required, career components (self, work, leisure, resources), activities, material resources, human resources, outcomes, and career objectives for the school staff.) (TA)
Descriptors: *Career Education/ Career Planning/ Counseling Programs/ Curriculum/ *Curriculum Development/ Curriculum Guides/ Educational Objectives/ Elementary Grades/ Elementary School Curriculum/ *Fused Curriculum/ High School Curriculum/ Instructional Materials/ Intermediate Grades/ *Learning Activities/ Occupational Guidance/ *Program Administration/ Program Development/ Program Planning/ Resource Materials/ Secondary Education/ Secondary Grades/ Teacher Developed Materials/ Units of Study/ *Vocational Counseling/ Vocational Education
Identifiers: Kansas

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ED141687 CG011513
Career Education: An Undergirding for Career Counseling.
Feingold, S. Norman
76 8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
This paper outlines the necessity for career counseling and career education which attempts to relate school to the community, to the world of work, and to leisure-time activity from the earliest grades through the retirement years. Learning is designed to occur in the total community rather than merely inside traditional schools. The paper examines the role of the Librarian/Media Center in Career counseling, and also details curriculum trends and developments in career education and career counseling, including innovative programs in the United States. (Author/YRJ)
Descriptors: *Career Education/ *Career Planning/ *Continuous Learning/ *Job Skills/ Job Training/ *Occupational Guidance/ Program Descriptions/ School Community Relationship/ State of the Art Reviews/ *Vocational Counseling/ Work Experience

ED140196 CG011803
Imaging Futuristic Career Guidance Goals.
Miller, Juliet V.; and Others
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.
Dec 76 63p.; For Coordinator's Guide, See CG 011 802
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
This module is directed toward guidance personnel in school (k-adult) and agency settings such as counselors, teachers, students and administrators. It is also designed for students in pre-service education programs who are familiar with career development theories and information. The Module assumes that the participant is not familiar with the area of futurism. It provides an orientation to futuristic data, and help in using these data to develop career guidance goals. The Module defines short-term, middle-term, and long-term futures, and presents a model of the Future-Conscious Career Planner. It then offers practice in using the model to derive career guidance goals, developing skills related to future imaging, selecting a preferred personal future, and future adapting. It emphasizes future trends data related to work/leisure, education and life styles. Definitions, objectives, activities and evaluative methods are clearly presented. The Module is one of a series, and is accompanied by a Coordinator's Guide. (Author/BP)
Descriptors: *Career Education/ *Career Opportunities/ *Counselor Training/ *Futures (of Society)/ Guides/ Learning Activities/ Learning Modules/ *Occupational Choice/ *Planning/ Resource Materials/ Trend Analysis/ *Vocational Counseling/ Workshops

ED140190 CG011797
Helping Students Develop Career Decision-Making Skills.
Stewart, Ellen A.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.: National Consortium on Competency-Based Staff Development.
Dec 76 64p.; For Coordinator's Guide, see CG 011 796
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
This module is aimed toward those teachers and guidance personnel in school settings, grades K-12, or participants in preservice training programs, who are interested in developing an understanding of (1) the importance of teaching students skills in career decision making and (2) the types of activities and resources which can be used to teach skills in that area. Upon completion of the module, participants will be able to outline a rationale for teaching students skills in the area; modify for use with students in their own setting one of the activities presented in the module which can be used to help students develop career decision-making skills; and identify three other sources of information, materials, or resources related to the module topic area. The module is designed as a six-hour workshop. The term "career" is broadly defined, including learning and leisure as well as work activities. Evaluative activities are included. A separate Coordinator's Guide is designed to accompany the module. (Author/BP)
Descriptors: *Career Exploration/ Counselors/ *Decision Making Skills/ Guides/ Learning Modules/ Performance Based Education/ *Professional Training/ *Staff Improvement/ Teachers/ *Vocational Counseling/ Workshops

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ED135199 EC093175
Inservice Training Program for Teachers and Aides of Deaf-Blind Children, Summer, 1975. Proceedings.
Franklin, Barbara
California State Dept. of Education, Sacramento.; Southwestern Region Deaf-Blind Center, Sacramento, Calif.
76 204p.; Proceedings (San Francisco State University, San Francisco, California, June 23 - August 1, 1975)
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Centers and Services for Deaf-Blind Children.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Presented are notes taken from a 6-week inservice training program for 30 teachers and 30 paraprofessionals who work with deaf-blind children. Entries are divided into two sections--lectures and minicourses--and include the following titles: "Piaget" (V. Robinson), "Dichotic Listening--Research and Applications" (B. Franklin), "Curriculum Ideas and Care of the Hearing Aid" (M. Zuehlsdorff), "Parent Effectiveness" (S. Mouchka), "Development of Prelanguage Skills of Deaf-Blind Children" (M. Zuehlsdorff), "Language, Nature, and Early Acquisition" (J. Eisenson), "Structured Natural Approach to Language" (E. Jackson), "The Ability to Communicate" (G. Attletweed), "Hearing Evaluation in a Program for Hearing-Impaired Infants and Young Children" (J. Lang), "The National Center for Deaf-Blind Youths and Adults" (V. Schiller), "Living Skills Center for the Blind" (P. Hatlen), "California Industries for the Blind, Inc." (L. Walker), "The George Miller Jr. West Multipurpose Center" (M. Greeley), "Mental Health Services for the Deaf" (K. Meadow), "The Teacher and the Researcher" G. Abel), "National Trends and Priorities in Special Education" (P. Burke), "Closing Remarks" (J. Coker), "Prevocational Training" (C. Zemalis, et al.), "Cerebral Palsy, Motor Development, Recreation, and Leisure Activities" (M. Brown and S. Rudger), "Total Communication" (A. Towner), "Techniques of Counseling" (F. Dew), "Atypical Development" (C. Groves), and "Orientation and Mobility for Blind Children" (B. Wurzburger and R. Richards). (SBH)
Descriptors: Auditory Evaluation/ Child Development/ Counseling/ Curriculum/ *Deaf Blind/ Educational Trends/ Elementary Secondary Education/ *Inservice Education/ Language Development/ Mental Health/ Motor Development/ Multiply Handicapped/ *Paraprofessional Personnel/ Parent Role/ Preschool Education/ Prevocational Education/ *Program Descriptions/ Severely Handicapped/ *Teacher Education/ *Teaching Methods/ Visually Handicapped Mobility
Identifiers: Total Communication (Handicapped)

ED133981 EC092991
Play, Recreation and Leisure for People Who Are Deaf-Blind.
Nesbitt, John A., Ed.
Iowa Univ., Iowa City. Recreation Education Program,
Apr 75 49p.; Based on papers and proceedings of: National Institute on Program Development and Training in Recreation for Deaf-Blind Children, Youth and Adults (University of Iowa, April 29 - May 1, 1974)
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.: 31-4241
Grant No.: OEG-0-73-0143
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Based on position papers and proceedings of the National Institute on Program Development and Training in Recreation for Deaf-Blind Children, Youth, and Adults, the document presents approximately 50 brief articles for use by parents, teachers, rehabilitation personnel, and therapeutic recreation personnel. Sections cover the following topics (sample article topics in parentheses): perspectives on recreation (suggestions for activities and games); play, recreation, and leisure (arts and crafts, camping, and sports); leisure education (role of the school); special considerations in recreation (problems and issues); consumerism and advocacy for recreation (strategies for advocacy); evaluation in recreation (evaluation of motor skills); guidelines on recreation (recreation's contribution to rehabilitation and education); administration of recreation (coordinating development of services); and sources of information and assistance (regional centers, and information and research centers). Included is a listing of contributors with brief background sketches. (JM)
Descriptors: Athletics/ Camping/ *Deaf Blind/ Exceptional Child Services/ Games/ *Leisure Time/ *Play/ Playground Activities/ Play Therapy/ *Recreation/ Recreational Activities / Rehabilitation Counseling/ *Resource Guides/ Severely Handicapped
Identifiers: Advocacy/ Parent Resources

ED132790 EC092367
Avocational Counseling for the Elderly.
Iowa Univ., Iowa City. Recreation Education Program.
76 21p.; A project of the National Institute on New Models for Community Based Recreation Programs and Services for Handicapped Children and Youth (Milwaukee, Wisconsin); For related information, see EC 092 362-372
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Presented are duplications of the responses given by Avocational Counseling for the Elderly (Milwaukee, Wisconsin) as part of a project to collect, share, and compile information about, and techniques in the operation of 18 community action models for recreation services to the disabled. Model programs are categorized as consumer, client competency, recreation and leisure services, parks and recreation, rehabilitation, and voluntary health agency models. Reported are program services in the following areas: the population served (men and women 55 years and older); primary activities (retirement leisure planning, leisure counseling, avocational information, and referral); primary facilities used (public and private facilities throughout the area); staffing (a project director, an avocational counselor, a research assistant, a follow-up interviewer, and five college students); total budget ($74,201) and primary sources of support (federal funds from the Administration of Aging); and values and goals achieved through the program (to demonstrate the impact of avocational counseling with the elderly). A copy of the completed survey form is also provided. (SBH)
Descriptors: Activities/ Budgets/ *Community Programs/ *Counseling/ Demonstration Projects/ Financial Support/ *Hobbies/ Leisure Time/ Objectives/ *Older Adults/ Personnel/ *Program Descriptions/ Recreational Facilities/ *Recreational Programs/ Surveys
Identifiers: Wisconsin (Milwaukee)

ED132774 EC092205
Avocational Counseling in Milwaukee. Final Report.
Overs, Robert P.; And Others
Curative Workshop of Milwaukee, Wis. Research Dept.
May 74 174p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.: H233466
Grant No.: OEG-0-73-5172
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
In Milwaukee, 122 handicapped clients from social service agencies participated in a research and demonstration project in avocational counseling over an 8-month period, with followup interviews conducted 1-6 months later with 72 of the Ss. Six avocational interest inventories were reviewed and compared, and five new avocational choice instruments were developed: the Avocational Title Card Sort, the Avocational Picture Card Sort, the Slide Projected Picture Sort, the Magazine Picture Card Sort, and the Avocational Plaque Sort. Twelve audio cassette tapes of interviews with enthusiastic activity participants were recorded. The Milwaukee Avocational Satisfaction Questionnaire was developed by adapting items from the Minnesota (job) Satisfaction Questionnaire. Results indicated that the most important dimensions in attaining satisfaction were degree of competence in the activity and interpersonal relationships. Only 8% of the Ss were not satisfied with their activities, according to followup studies. (Recruitment form letters are appended. Video tapes of avocational counseling were prepared which are available for a rental fee.) (Author/IM)
Descriptors: *Counseling Programs/ Followup Studies/ *Handicapped/ *Hobbies/ *Interest Research/ Interest Tests/ *Leisure Time/ Participant Satisfaction/ Personal Interests/ Questionnaires/ Recreation/ Rehabilitation Counseling/ Research Projects
Identifiers: *Avocational Counseling

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ED130161 CE009033
Guidance and Counseling, Vocational Education, Research and Development.
Heer, Edwin L.
National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.
75 74p.; For related papers see CE 009 020-026, CE 009 028-035, and ED 112 155
Report No.: VT-103-365
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
This paper examines the relationships among guidance and counseling, vocational education, and research and development historically, currently, and in terms of future possibilities. The evolution of change is traced from the beginnings of the century (when guidance and counseling, then vocational guidance, was joined with vocational education in responding to the social and manpower needs of the day) to the present situation in which vocational educators and guidance and counseling personnel differ on the emphasis of occupational preparation and manpower responsibilities versus the broadly conceived concept of personal competence in self-awareness and decision-making. Suggestions are offered for ways to narrow the gap between vocational guidance and vocational education by broadening the view of guidance to include a concern for decision-making, self-concept, life styles, values, and leisure. Some of the significant research and development efforts of the last decade are discussed including career development theory, computer-based systems, specification of goals and objectives, measurement of career development, and exemplary projects and programs funded under Part D of the Vocational Education Amendments. Finally, an inventory of future research and development needs outlines some problem areas and suggests research directions for vocational guidance. (NJ)
Descriptors: *Educational Research/ Educational Trends/ *Guidance Counseling/ Historical Reviews/ *Interprofessional Relationship/ Needs Assessment/ Program Improvement/ *Research Needs/ State of the Art Reviews/ *Vocational Counseling/ Vocational Development/ *Vocational Education

ED123867 EC090258
Leisure Activity Participation and Handicapped Populations: An Assessment of Research Needs.
Verhoven, Peter J.; Goldstein, Judith E.
National Recreation and Park Association, Arlington, Va.
Apr 76 139p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: OEC-0-74-8734
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Presented is a report of a conference on research needs in the area of leisure time activity for handicapped persons. Reviewed are the initial conference concept and its evaluation into five categories of concern (leisure concepts, attitudinal barriers, activity analysis, design/adaptation considerations, and education/counseling). Discussed are the following research and demonstration priority areas: social psychology of leisure; barriers to acquisition and maintenance of skills; activity analysis, selection, and programming, dissemination and utilization; and service delivery. Considered is the facet model of research. Strategies to enhance leisure participation by handicapped persons are recommended for the five priority areas. The bulk of the document is comprised of four appendixes, containing five state of the art presentations and reactor panel comments on the five research priority areas, and a list of conference participants. (CL)
Descriptors: *Conference Reports/ Counseling/ Discriminatory Attitudes (Social)/ Exceptional Child Services/ *Handicapped Children/ *Leisure Time/ Recreation/ Research Methodology/ *Research Needs

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ED122054# CE006911
Facilitating Career Development for Girls and Women.
National Vocational Guidance Association, Washington, D.C.
75 112p.; Selections from Papers presented at a workshop held at Appalachian State University (Boone, North Carolina, July 1973)
Sponsoring Agency: North Carolina State Commission on the Education and Employment of Women, Raleigh.; North Carolina State Dept. of Public Instruction, Raleigh.
Available from: Publication Sales, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009 ($2.95)
Document Not Available from EDRS.
Selections from papers given at a 1973 workshop held at Appalachian State University, Boone, North Carolina, are presented. Seventy-nine participants gathered to search out new insights into the changing world of girls and women. A forword by Carl McDaniels and an introduction by Thelma Lennon precede the 12 papers, which include: (1) Historical Perspective, Ruth H. Osborn; (2) Expanding Career Options for Females, Arleen B. Winfield; (3) Career Barriers: Are they Falling Down?, S. Norman Feingold; (4) Building Bridges to Career Satisfaction, William C. Bingham; (5) Humanizing Career Education, Kathryn F. Clarenbach; (6) Young Children's Perceptions of Occupational Roles, Grace Bingham; (7) The Community College in Career Development of Women, Thelma Jones Vriend; (8) Creativity Applied to Career Development, James M. Osborn; (9) Liberated Counseling; Nancy K. Schlossberg; (10) Women In Politics, Lura S. Tally; (11) Women Coping with Leadership Roles, Esther E. Matthews; (12) The Role of Leisure in Career Development for Girls and Women, Carl McDaniels. (LH)
Descriptors: *Career Education/ Career Opportunities/ Career Planning/ Counseling/ *Females/ Feminism/ *Human Development/ Leisure Time/ Politics/ Sex Discrimination/ Sex Role/ *Sex Stereotypes/ Speeches/ *Vocational Development/ Womens Athletics/ Womens Education

ED114503 95 CE005199
Life Career Development: A Model.
Missouri Univ., Columbia. Career Guidance Counseling Placement Project.
73 31p.; For related documents, see CE 005 200-201
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Missouri State Dept. of Education, Jefferson City. Div. of Career and Adult Education.
Report No.: VT-101-965
Grant No.: OEG-0-71-4663
EDRS Price MF-$0.76 HC-$1.95 Plus Postage
The career exploration view is designed to stimulate learning which will provide individualized feedback to students concerning their self-identities. The career conscious individual career education model is an outcome-oriented model designed to provide a comprehensive overview of the knowledge, skills, and attitudes individuals need to facilitate their total development. The model has four basic interrelated domains: (1) self-knowledge and interpersonal skills, (2) knowledge of work and leisure worlds, (3) career planning knowledge and skills, and (4) basic studies and occupational preparation. The concluding section, entitled Career Guidance: Program Content and Staff Responsibilities, presents a program planning guide developed for use in the career education workshop for professional development sponsored by the Missouri State Department of Education. (VA)
Descriptors: *Career Education/ Career Exploration/ Career Planning/ Guidance Programs/ *Inservice Teacher Education/ *Models/ Occupational Guidance/ *Program Guides/ *Program Planning/ Vocational Counseling/ Vocational Development
Identifiers: *Career Guidance/ Missouri

ED112987 JC750538
Pensacola Junior College Educational Support Development Plan for the Aging and Aged.
Tamburello, G. B.
Aug 75 55p.; Ed.D. Practicum, Nova University
EDRS Price MF-$0.76 HC-$3.32 Plus Postage
This report recommends three general categories of involvement in the development of educational programs for the aging and aged at Pensacola Junior College (Florida). (1) Pre-retirement Education: courses should include the psychology of aging, family structures, estate planning, federal laws that affect the elderly, employment opportunities, and leisure time activities. Pre-retirement counseling programs should be developed. (2) Continuing Education: a comprehensive campus-based education program for the aged should involve free transportation, convenient locations, and flexible hours; similar courses should be offered at nursing homes, senior citizens centers, and community schools. Enrollment should be increased in vocational education programs which could lead to rewarding second careers or part-time jobs. (3) Para-professional Gerontology Programs: existing nursing courses should place greater emphasis on dealing with older people, special seminars on dealing with the aged should be offered, and an in-service training program should be developed in nursing homes. A two-year associate degree and certificated programs in geriatric care should be established. The report concludes with a discussion of possible federal, state, local, private, and public funding sources. (NHM)
Descriptors: Continuous Learning/ Counseling/ Delivery Systems/ Financial Support/ *Geriatrics/ *Junior Colleges/ Nursing/ *Older Adults/ Paramedical Occupations/ *Program Development/ Retirement/ School Community Programs/ *Senior Citizens/ Vocational Education
Identifiers: *Pensacola Junior College

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ED109588 95 CG400129
Counseling Older Persons: Careers, Retirement, Dying.
Sinick, Daniel
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
75 97p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: NIE-C-400-75-0017
EDRS Price MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.
The focus of this monograph is on three areas of counseling with older clients: career counseling, retirement counseling, and counseling regarding death and dying. The portion on career counseling includes reasons older persons change careers, obstacles they are likely to face when seeking employment, myths surrounding the employability of older persons, and suggestions on the use of testing in career counseling older persons. Retirement counseling examines the social image and role of the retired person, plus work, volunteer, and leisure time activities. Retirement counseling emphasizes retirement as a positive developmental stage. Included is a brief discussion of practical lifestyle concerns specific to retired persons. Counseling surrounding death and dying, including Kubler-Ross' five stages of dying, potential suicides, and death survivors is examined. Trends and issues regarding problems of aging, a bibliography of readings related to older women, and appendixes of periodicals and organizations concerned with older persons are included. (JS)
Descriptors: Adjustment (to Environment)/ *Adult Counseling/ *Career Change/ *Death/ Family Counseling/ *Older Adults/ Personal Adjustment/ *Retirement/ Social Adjustment/ State of the Art Reviews

ED105341 CG009712
Leisure Counseling. A Kit.
Epperson, Arlin; And Others
American Alliance for Health, Physical Education, and Recreation, Washington, D.C. American Association of Leisure and Recreation.; Milwaukee Public Schools, Wis. Div. of Municipal Recreation and Adult Education.
73 32p.
Available from: American Alliance for Health, Physical Education, and Recreation Publications Sales, 1201 Sixteenth Street Northwest, Washington, D.C. 20036 (Stock No. 246-25726, $4.50, check or money order must accompany request)
EDRS Price MF-$0.76 HC Not Available from EDRS, PLUS POSTAGE
This set of materials intended for use in the development of programs in leisure services and a vocational counseling contains information about a Leisure Counseling Media Kit, with directions for ordering a slide-tape program. Order forms and additional information about leisure counseling supplies are also included. A brief pamphlet describes leisure counseling, when it is available, and what the cost is for the services. A three-page leaflet describing the Milwaukee Leisure Counseling Model focuses on: (1) a definition of leisure counseling; (2) methods for assessing interests of the individual; and (3) a description of the team approach as developed and implemented in the Milwaukee model. The kit also contains a copy of the Mirenda Leisure Interest Finder Identifying Information Sheet which assesses information on education, salary, and time availability. A supplemental section of the inventory evaluates preference for specific leisure activities and instructions for developing individual profiles. (BW)
Descriptors: *Adult Counseling/ Instructional Materials/ *Interest Tests/ *Leisure Time/ Physical Education/ *Program Development/ *Recreational Activities
Identifiers: *Leisure Counseling

ED105315 CG009684
Avocational Counseling: A Prospectus for a New Psychological Specialty.
Brender, Myron
58 15p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Most Americans today have more spare time than ever before, but few have learned how to use it wisely. In an effort to remedy this deficiency and to insure the future competence of the average person to utilize his leisure time with maximum fruitfulness, some recreational theorists have advocated the establishment of a formal program of training and preparation for the optimal use of leisure. Agreeing with the view of recreation as an important medium for the expression, fulfillment, and enrichment of the personality through the gratification of diverse psychological needs, the position taken in this paper is that, while at present no one profession can justifiably claim to be equipped to assume the necessary role of counselor to the individual in matters pertaining to the optimal use of his leisure, the discipline which could perform this function is counseling psychology. This paper concerns itself with an attempt to formulate the characteristics and functions of this proposed new area of psychological specialization called recreational psychology, and to develop an outline of a program for training its practitioners. (Author/PC)
Descriptors: Counseling/ *Counselor Role/ *Educational Innovation/ Human Services/ *Leisure Time/ *Psychological Needs/ *Recreational Programs/ State of the Art Reviews

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ED098449 CG009096
Values and Counseling in Different Countries and Cultures.
Wrenn, C. Gilbert
Apr 74 22p.; Paper presented at the International Round Table on the Advancement of Counseling (6th, Cambridge University, England, April 1974)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This paper analyzes changes in seven value areas where there is sharp conflict between the prevailing culture and the counter-culture and where the conflict is of considerable significance to the counselor: (1) response to authority; (2) the value of the past experience of adults; (3) status of women; (4) work and leisure; (5) sexual dimensions of life; (6) nature of security, nature of occupational choice; and (7) the implications for counseling of each value shift. Comparison is made between value changes in the United States and value trends in 16 other countries. (Author)
Descriptors: *Attitudes/ Changing Attitudes/ Comparative Analysis/ *Counseling/ *Cross Cultural Studies/ Cultural Differences/ *Education/ Speeches/ *Values

ED098437 CE002556
New Dimensions in the Career Development of Women. Conference Proceedings No. 2.
Hohenshil, Thomas H., Ed.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
74 134p.; Papers presented at the Annual Conference for Career Counseling and Vocational Education (3rd, Blacksburg, Virginia, March 1974)
Sponsoring Agency: Virginia State Advisory Council on Vocational Education, Blacksburg.
Report No.: CP-2
Available from: Harry L. Smith, Public Information and Publications, State Department of Education, Richmond, Virginia 23216 (Order No. CP-2, $3.00)
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
Approximately 200 teachers, counselors, administrators, and university personnel from four States participated in the Third Annual Conference for Career Counseling and Vocational Education. The general purpose of the conference was to examine current views and programs regarding the career development of women, with special emphasis on public school and community college programing. Seven nationally recognized speakers, selected for expertise in their respective fields as well as for their research endeavors and leadership in professional organizations, presented addresses to the conference treating the topics of career and leisure development and counseling for girls and women; these are reproduced in the document. In addition, five exemplary Virginia career development programs, ranging from elementary school to community college levels, were described at the conference; these program descriptions comprise the remainder of the document. Appended are an agenda and a directory of participants. (Author/AJ)
Descriptors: *Career Education/ Change Strategies/ Changing Attitudes/ *Conference Reports/ Equal Opportunities (Jobs)/ *Females/ Pilot Projects/ Program Descriptions/ Sex Discrimination/ Sex Stereotypes/ Speeches/ *Vocational Counseling/ Vocational Development/ *Vocational Education/ Womens Education
Identifiers: Virginia

ED095464 CG009168
The Kansas Model for Career Education.
Neely, Margery A.
Apr 74 16p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
This document briefly summarizes the Kansas Model for career education. The model is explained through comparisons with other models, and through a brief description of its two-dimensional structure of process phases on one side and four career components on the other side (self, work, leisure, resources). The process itself is a decision-making strategy that can be learned for creative career development by individuals of any age group. The Kansas Model may be applied to all learners because they can enter the process wherever they are, at any stage in their own development. Individuals may exit and recycle, if necessary, because they are taught the use of the process as a decision-making paradigm, and they learn to assess their progress toward the outcome action. The author notes that concepts and outcomes remain constant throughout the life span; content and activities may differ from age to age. (Author/PC)
Descriptors: Adolescents/ Adults/ *Career Education/ Career Planning/ *Counseling Programs/ *Decision Making Skills/ *Individual Development/ Models/ *Program Descriptions

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ED075672# VT020057
Career Development: A California Model for Career Guidance Curriculum K-Adult. California Personnel and Guidance Association Monograph Number 5.
Cuuba, Joseph E., Ed.; And Others
California State Dept. of Education, Sacramento. Bureau of Pupil Personnel Services.
72 102p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: California Personnel and Guidance Association, 654 East Commonwealth Avenue, Fullerton, California 92631 (Members, $4.00; others, $5.50)
Document Not Available from EDRS.
A model has been prepared by a task force of educators to serve as a conceptual framework for the development of career guidance programs. The model consists of three major components of career guidance which promote career identity, including: (1) career planning and decision making, (2) education, work, and leisure alternatives, and (3) life styles and personal satisfactions. Within each of the major components of career guidance, basic concepts have been identified along with the developmental level and goal statement amplifying each concept. The concepts represent broad areas of learning content which students need to understand in order to develop work, leisure, and life style satisfactions. In addition to describing the model, this publication contains information and suggestions for: (1) expanding the basic model to develop objectives for a program, (2) implementing a program, and (3) evaluating a program. Sample needs assessment instruments and examples of objectives and outcomes for a career guidance program are appended. (SB)
Descriptors: Career Choice/ *Career Planning/ Decision Making/ Educational Objectives/ *Guidance Programs/ *Models/ Program Development/ Program Evaluation/ *Vocational Counseling/ *Vocational Development
Identifiers: Program Implementation

ED074398 CG007875
Behavioral Outcomes for Career Education. Proceedings (29th Rutgers Guidance Conference, New Brunswick, N. J., October 18, 1972).
Bingham, William, Ed.
Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.
Oct 72 37p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
This paper presents materials from the 29th Rutgers Guidance Conference on behavioral outcomes for career education, including the keynote address by Norman Gysbers on the concept of life career development as a new point of departure for improving and extending comprehensive career guidance programs. Three broad areas of knowledge, understanding, and skills are identified to serve as a base for new career guidance programs: (1) self-knowledge and interpersonal skills, (2) career planning knowledge and skills, and (3) knowledge of the work and leisure worlds. Goals are stated in terms of student outcomes rather than as program outcomes, and a number of performance objectives and activities are developed for each goal. Panelists, whose reactions to the keynote address are included, have all been involved in operating programs where an important activity has been the translation, examination, and evaluation of their own efforts to use behavioral outcomes as a measure of their effectiveness. (Author/SES)
Descriptors: Behavioral Counseling/ *Behavioral Objectives/ *Career Education/ Career Planning/ Conference Reports/ Elementary School Students/ Guidance Functions/ Guidance Programs/ Guidance Services/ Leisure Time/ Occupational Guidance/ Program Evaluation/ Secondary School Students/ *Vocational Development

ED073356 AC014228
Curriculum Guide for Adult Education Teachers.
Hammett, Earl Lee
Louisiana State Dept. of Education, Baton Rouge.
70 182p.
Report No.: Bull-1187
EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE

This curriculum guide for teachers of adult education is divided into three parts. The first offers an overview of adult basic education, the teacher as counselor, testing and evaluation, instructional procedures--physical environment and classroom management, techniques providing variety in instruction--discussions, demonstrations, projects, problem-solving, lectures, role-playing, field trips, community resources, audiovisual material, team study, and evaluation of instructional materials. The second part provides sequential skills for grades 0-3, 4-8, and 9-12 in language arts, mathematics, social studies, and science. The third part covers areas of instruction for teaching sequential skills: (1) family life instruction--health and safety, management of food, management of clothing, family business, management of housing, parent-child relationship, marital responsibility; (2) citizenship--structure of government, governmental services, principles and objectives from which government was developed, voting information, tax structure, community participation, rights and responsibilities, current events; (3) occupational education--job opportunities, positive work attitudes, personal development, technique of getting a job, keeping a job, unions and labor laws, Social Security system; (4) consumer education; (5) personal improvement and development; (6) conservation of natural resources; and (7) leisure time. References are provided throughout. (KM)

Descriptors: Adult Basic Education/ Adult Counseling/ Adult Education Programs/ *Adult Educators/ Adult Learning/ *Basic Skills/ Conservation Education/ Consumer Education/ *Curriculum Guides/ Family Life Education/ Instructional Materials/ Job Skills/ Leisure Time/ Public Affairs Education/ *Public School Adult Education/ Self Concept/ Student Evaluation/ Teacher Characteristics/ Teaching Guides/ Teaching Methods/ Teaching Techniques/ Work Attitudes

ED069275 JC720260
Hawaii State Senior Center--Third Annual Report.
Hawaii State Senior Center, Honolulu.
Jun 72 96p.
Sponsoring Agency: Hawaii Univ., Honolulu. Honolulu Community Coll.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

The Third Annual Report of the Hawaii State Senior Center is presented. It depicts a story of continued expansion of diversified services to the senior citizens of Oahu. Each month, on the average, 209 persons visited the Center for an annual total of 62,034 visits. Regular membership is 1,040. Discussions have been held concerning the need for additional centers, exploring also the nature of their operation and funding. New patterns of health education and services, educational programs, outreach to the confined elderly, and instruction of workers have been explored. Counseling and leisure time activities for the pre-retirement group, preparing them for creative and rewarding retirement, seem to be emergent needs. Present estimates are that 10% of the population is between 50 and 65 in Hawaii. This annual report includes the Center Chairman's Report, an Analysis of Program Changes, Statistics to Assess Attainment of Project Objectives, Findings of the Third Participation Evaluation Survey, and Report of Pre and Post Evaluation of participants. (For Second Annual Report, see ED 065 120.) (Author/CK)

Descriptors: *Annual Reports/ *Community Health Services/ Counseling Services/ Creative Activities/ Educational Programs / Evaluation/ Financial Support/ Leisure Time/ *Older Adults/ *Retirement/ *Senior Citizens/ Statistical Data/ Surveys
Identifiers: Hawaii

ED067865# EM010313
Educators Guide to Free Guidance Materials. Eleventh Edition.
Saterstrom, Mary H., Ed.; Steph, Joe A., Ed.
Educators Progress Service, Inc., Randolph, Wis.
72 266p.
Available from: Educators Progress Service, Inc., Randolph, Wisconsin 53956 ($8.75)
Document Not Available from EDRS.

More than 1,000 films, filmstrips, audiotapes and other media that are available without charge to schools and guidance counselors are listed in this 270-page catalog. Listings are classified into one of four categories: career planning, including occupational and educational information; social and personal, including interpersonal relations and cultural differences; responsibility to self and others, including personal health and safety and conservation of resources; and use of leisure time. Each catalog entry describes the media used and the content. shows the presentation time, and the conditions of availability. The catalog includes separate indexes classifying materials by title, subject, source, and Canadian availability. (MG)

Descriptors: *Audiovisual Aids/ *Catalogs/ Counseling Services/ Educational Resources/ Film Libraries/ Films/ Filmstrips/ *Guidance Counseling/ Phonotape Recordings/ Tape Recordings/ *Visual Aids
Identifiers: Free Materials

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ED062574 24 VT015426
A Comparison of Two Methods of Presenting Occupational Information.
MacDonald, Randolph
Appalachia Educational Lab., Charleston, W. Va.
Mar 72 24p.
Report No.: TR-12 Bureau No.: BR-6-2909
Contract No.: OEC-3-7-062909-3070
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Videotape recordings were compared with use of slides and an audiotape to determine whether the cost of videotape was justified for use with students in Appalachian high schools. Methods were compared on the basis of cognitive information retained by students, student receptivity to each of the two methods, and the cost of equipment. Two groups of female students were presented with information about the work and leisure activities of the nurse using the two identified methods. Findings included: (1) Girls who were presented the occupational information with slides and an audiotape achieved higher scores than a control group on a test of information retained, while the girls who viewed the videotape recording received scores lower than the control group, (2) The slide-audiotape and videotape groups did not differ significantly from each other, (3) The receptivity of the two methods appeared to slightly favor the slide-audiotape method, and (4) The cost of the equipment used slide-audiotape method was about one half that required for using videotape recordings. (JS)
Descriptors: Career Education/ Comparative Analysis/ *Information Dissemination/ Information Utilization/ *Methods/ *Occupational Information/ Program Costs/ Slides/ *Tape Recordings/ Teaching Methods/ Teaching Techniques/ *Video Tape Recordings/ Vocational Counseling

ED054466 CG006570
A New Look at Work, Play and Job Satisfaction.
Day, H. I.
31 May 71 18p.; Speech given before Canadian Guidance and Counselling Association Convention, Toronto, May 30 - June 2, 1971
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
A great deal of literature concerning work, play and job satisfaction is summarized and integrated. The author discusses a number of different conceptions of what work actually is and concludes that, according to all definitions, work is an instrumental activity with only extrinsic satisfactions. It is his contention, however, that work may have intrinsically rewarding aspects. Play is viewed very broadly as: (1) intrinsically rewarding; (2) an activity which includes information search, skill training, and repetitious practice; and (3) a form of learning and rehearsal. The author prefers not to see work and play as mutually exclusive activities, but to view them as complementary components of all activities. On this basis, a model for vocational counseling is proposed, which seeks to evaluate jobs on the relative degrees of extrinsic and intrinsic satisfaction which they can provide, and to determine which individuals would "fit" with what kinds of jobs, utilizing the extrinsic/intrinsic satisfaction dimensions. (TL)
Descriptors: Career Planning/ *Employment/ Individual Characteristics/ Job Analysis/ *Job Placement/ *Job Satisfaction/ Leisure Time/ *Motivation/ Need Gratification/ Occupational Guidance/ Occupational Information/ *Vocational Counseling

ED053332 VT013707
Education Programs in Penal and Correctional Institutions: A Report by the Subcommittee on Occupational, Adult, and Institutional Education.
Washington State Legislature, Olympia.
7 Jan 71 29p.
Available from: Washington Legislature, Joint Committee on Education. Subcommittee on Occupational, Adult, and Institutional Education, Olympia, Washington (no charge on a limited basis)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Hard data related to recidivist rates in the State of Washington are not available but testimony offered to a legislative subcommittee suggests that they may be as high as 70 percent. Given this almost desperate situation, the Joint Committee on Education decided in 1969 to investigate the education programs operated in the correctional institutions of the State, in order to discern whether or not these programs are adequately serving the needs of social offenders and society in general. Included in this report are 20 major recommendations resulting from that investigation. Aimed at program improvement, these recommendations cover such points as the need for internships and in-service programs for teachers, and waiver of tuition for inmates attending institutions of higher education. Supporting data are appended. (Author/JS)
Descriptors: *Correctional Education/ *Corrective Institutions/ *Educational Needs/ Employment Services/ Guidelines/ Interagency Coordination/ Leisure Time/ *Program Development/ Program Improvement/ State Legislation/ *State Surveys/ Teacher Education/ Vocational Counseling/ Work Experience
Identifiers: Washington

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ED045528 SO000436
Police Youth Protection Unit Programs, San Jose, California: Model Programs. Childhood Education.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
70 26p.; Prepared for the White House Conference on Children, December, 1970
Sponsoring Agency: Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No.: OE-20151
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. HE5.220:20015I; $.20)
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
The police Youth Protection Unit (YPU) has four full-time officers under San Jose's police chief. The objectives of the YPU are: to prevent juvenile delinquency, encourage respect for law enforcement, provide information, expose youth to policeman and police work, and to given them places to go and things to do with their leisure time. In the 1969-70 school year, its Youth and Law Program reached 20,000 children in 15 junior high schools and has become a standard part of the social studies curriculum in many seventh grade classes. Programs operated by the YPU include: 1) drug education for students, parents, and community groups; 2) counseling services for juvenile crime prevention; 3) sports activities through the Police Athletic League; and, 4) practical experience for 15 to 18 year olds leading to possible careers in law enforcement. Additional information about the YPU is available from: Youth Protection Unit, San Jose Police Department, P. O. Box 270, San Jose, California 95103. (DJB)
Descriptors: Community Services/ Counseling Services/ *Delinquency Prevention/ Junior High School Students/ Juvenile Courts/ Law Enforcement/ *Law Instruction/ *Police School Relationship/ *Social Studies/ *Youth Programs
Identifiers: *California/ San Jose

ED035907 CG004880
Project Plan: Guidance Through the Instructional Process. The Accommodation of Individual Differences in the Development of Personal Programs of Study.
Dunn, James A.
American Institutes for Research in the Behavioral Sciences, Silver Spring, Md.; American Personnel and Guidance Association, Washington, D.C.; American Psychological Association, Washington, D.C.
Aug 69 18p.; Papers presented at American Psychological Association Convention, Washington, D.C., August 31-September 4, 1969; and at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30-April 3, 1969
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Project PLAN is designed to make educational programs fit the needs of individual learners, and the problem of how such a curriculum can be implemented is discussed. In addition to individualization of what is to be learned and amount of exposure to learning matter, individualization must also be based on the student's learning style; for example, on the various ways in which the content to be learned may be studied. This imposes a massive monitoring task which must be computerized. The paradigm for the development of a PLAN program of studies for secondary school is summarized. PLAN education, however, is designed to be more than a program of academic instruction, and guidance is an integral part of the project. The guidance program will be developed over the next few years and prototype I will implement the educational and vocational counseling effort by attempting to make the educational system vocationally and learner relevant. It calls for experiences which will increase the child's knowledge and skill in the areas of: (1) independent learning, (2) rational decision making, (3) the assessment and implication of individual differences for vocational, avocational and social choice, (4) vocational information, and (5) leisure and citizenship opportunities. (RSM)
Descriptors: Counseling/ *Developmental Guidance/ Educational Guidance/ Guidance Objectives/ Guidance Services/ High School Curriculum/ Individualized Curriculum/ *Individualized Instruction/ *Individual Needs/ Instruction/ Instructional Design/ *Instructional Innovation/ Instructional Programs/ Objectives/ Programed Instruction/ Programing/ *Projects/ Student Development/ Vocational Development

ED031649 AC005043
A Study of Adult Part-Time Students in a Community College.
Mohawk Valley Community Coll., Utica, N.Y.
69 90p.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
Using a student biographical inventory, quick word test, and survey of program dropouts, adult part time students in Mohawk Valley Community College (MVCC) Evening Division credit and noncredit courses were studied as to personal background, motivation, self-concept, mental ability, educational and vocational plans, and program satisfaction. Comparisons were made with adult groups from George Washington University and a private, four year New York State college. These were among the findings: (1) the MVCC group tended to be older, have less formal education beyond high school, have lower income and occupational levels, and be less degree oriented, and had been away from education longer, than comparison groups; (2) MVCC adult withdrawals were largely for personal reasons; (3) most of the MVCC group chose courses with little or not help from the college; (4) the MVCC and Washington groups were most similar in such areas as cultural activities and reading habits; (5) most of the MVCC group had had little or no guidance in choosing courses. (Included are 14 tables, 16 references, and survey forms.) (ly)
Descriptors: Academic Achievement/ Adult Counseling/ Adult Dropouts/ *Adult Students/ Age Differences/ *Community Colleges/ Educational Background/ Income/ Intervals/ Leisure Time/ Motivation/ Occupations/ *Participant Characteristics/ Participant Satisfaction/ *Part Time Students/ Self Concept/ *Surveys

ED026607# AC003677
History of the Army General Educational Development Program: Origin, Significance, and Implications.
Strehlow, Louis Harold
George Washington Univ., Washington, D.C.
67 209p.; Ed. D. Thesis.
Available from: University Microfilms, 300 N. Zeeb Rd., Ann Arbor Michigan 48106 (Order No. 67-15,939, MF $3.00, Xerography $9.45).
Document Not Available from EDRS.
The changing and expanding aspects of adult education in the armed forces from the years prior to World War I to 1967 are reported. Previous to, and during, World War I, civilian welfare groups provided recreation and entertainment for soldiers. The army began taking responsibility for soldier morale by establishing a Morale Division in 1941 and organized the United States Armed Forces Institute. Literacy training was conducted by the Adjutant General during World War II. The Army Education Program provided correspondence courses, leisure time activities, counseling, and foreign language training. The present GED program, established in 1956, conducts off duty educational programs (elementary through graduate level courses) under civilian educators. The present civilian educational level of Army personnel is the highest in the history of the army; the provision for educational opportunities for soldiers will undoubtedly be considered one of the outstanding adult education innovations of the century. (author/pt)
Descriptors: Adult Basic Education/ *Adult Education Programs/ *Armed Forces/ College Curriculum/ Correspondence Courses/ Counseling/ Doctoral Theses/ High School Curriculum/ *Historical Reviews/ Language Instruction/ Leisure Time/ Literacy Education/ Morale/ *Program Development/ Welfare Services
Identifiers: General Educational Development Program

ED023950 AC002613
Proceedings of a Pre-Convention Workshop on College Personnel Services for the Adult; Student Assistance, Involvement, Development.
Thompson, Clarence H., Ed.
American College Personnel Association.
May 68 68p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
A workshop held prior to the convention of the American College Personnel Association in Detroit, Michigan, in April, 1968, operated under the theme "College Personnel Services for the Adult: Student Assistance, Involvement, Development." Papers given in the six sessions covered testing, financial aid, adult characteristics, motives, needs, and developmental tasks, aspects of counseling, and prospective educational uses of leisure in the twenty-first century. Admission and selection tests of varying lengths were described and the uses of testing for student placement, vocational and educational planning, remedial purposes, and assessment of creativity or innovation were discussed. Federal financial aid programs as they relate to adults were reviewed and their weaknesses pointed out; possible sources of funds for programs specifically developed for adults were suggested. The counselor's role was examined in terms of effective interaction with clients and of the need for adult-centered cocurricular activities. Included are appendixes, 51 references, and participant evaluations of the workshop. (ly)
Descriptors: Adult Characteristics/ Adult Counseling/ *Adult Education/ *Adult Students/ Bibliographies/ Cocurricular Activities/ College Admission/ Continuous Learning/ Developmental Tasks/ Financial Support/ *Higher Education/ Leisure Time/ Participant Satisfaction/ Statistical Data/ *Student Personnel Services/ Testing

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ED020039 RC002513
OPERATION PEBBLE. SUMMARY REPORT.
NORRED, ROBERT B.
Tennessee Technology Univ., Cookeville.
67 56P.
EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE
A COMPREHENSIVE EVALUATION OF OPERATION PEBBLE'S 3 YEAR SUMMER PROGRAM FOR ECONOMICALLY AND EDUCATIONALLY DEPRIVED CHILDREN OF THE UPPER CUMBERLAND REGION OF TENNESSEE IS PRESENTED. THE INTENT OF THE PROJECT WAS TO INVOLVE THE CHILDREN IN EXPERIENCES THAT MIGHT EXPAND THE HORIZONS OF THEIR STAGNANT, HIGHLY STRUCTURED CULTURAL ENVIRONMENT, WITHOUT DEMEANING THAT SAME ENVIRONMENT. COUNSELING TECHNIQUES UTILIZED IN THE PROGRAM ARE PRESENTED IN VIEW OF THEIR STATED OBJECTIVES AND THE CHARACTERISTICS OF THE PEBBLE STUDENTS. AN EVALUATION IS GIVEN OF THE INSTRUCTIONAL PROGRAM DEVISED BY THE PEBBLE STAFF TO MEET MEASURED AND APPARENT STUDENT DEFICIENCIES, ALONG WITH INSTRUCTIONAL ACTIVITIES USED FOR THE REMEDIATION OF THESE DEFICIENCIES. THE REPORT'S LAST SECTION DEALS WITH IMPLICATIONS AND RECOMMENDATIONS DERIVED FROM THE PEBBLE EXPERIENCE FOR THE PUBLIC SCHOOLS. (DK)
Descriptors: Counseling Goals/ Cultural Isolation/ *Culturally Disadvantaged/ Culture Contact/ Economically Disadvantaged/ *Educational Disadvantagement/ *Enrichment Experience/ Evaluation Methods/ Folk Culture/ Group Counseling / Individual Counseling/ Leisure Time/ Oral Expression/ *Program Evaluation/ Reading Difficulty/ Reading Improvement/ Rural Environment/ *Rural Youth/ Social Experience
Identifiers: OEO/ UPPER CUMBERLAND REGION

ED019509 AC002348
REPORT ON THE HARTFORD STATE JAIL PILOT REHABILITATION PROJECT 1965-1966.
MURPHY, DAVID R.
Connecticut State Dept. of Education, Hartford.
66 82P.
EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE
THE PILOT REHABILITATION PROJECT IN THE HARTFORD STATE JAIL BETWEEN FEBRUARY 1965 AND JUNE 1966 WAS SPONSORED BY THE CONNECTICUT STATE JAIL ADMINISTRATION AND THE STATE DEPARTMENT OF EDUCATION, FINANCED UNDER THE VOCATIONAL EDUCATION ACT OF 1963, AND ADVISED BY THE LOCAL OFFICE OF ECONOMIC OPPORTUNITY AND THE AD HOC JAIL COMMITTEE OF THE GREATER HARTFORD COMMUNITY COUNCIL. THERE WERE FOUR PROGRAM COMPONENTS--COUNSELING (GROUP AND INDIVIDUAL), BASIC EDUCATION (ACADEMIC, NON-ENGLISH SPEAKING, AND LITERACY EDUCATION), VOCATIONAL EDUCATION (BUILDING A MACHINE SHOP), AND RECREATION AND LEISURE-TIME ACTIVITIES (OUTDOOR, INDOOR, AND LIBRARY FACILITIES). PROGRAM EVALUATION WAS BASED ON QUESTIONNAIRES COMPLETED BY INMATES AND STAFF. QUESTIONNAIRES WERE MAILED TO 164 FORMER INMATES WHO HAD PARTICIPATED IN COUNSELING AND/OR JAIL SCHOOL PROGRAMS. THE 14 RESPONDING WERE OVERWHELMINGLY IN FAVOR OF THE PROJECT. AN EMPLOYER QUESTIONNAIRE INCLUDED WITH THE INMATE QUESTIONNAIRE WAS NOT USED. WHILE THE MAJORITY OF THE GUARDS AND ADMINISTRATORS WERE IN FAVOR OF THE PROJECT, NEARLY A QUARTER WERE NOT. (THE DOCUMENT INCLUDES PROJECT PROPOSAL, INMATE, EMPLOYER, AND STAFF QUESTIONNAIRES, JAIL REHABILITATION PROPOSAL, AND INMATE DATA FORM AND PERCENTAGE DATA.) (AJ)
Descriptors: Adult Basic Education/ *Correctional Education/ *Corrective Institutions/ Group Counseling/ Individual Characteristics/ Individual Counseling/ Institutional Personnel/ Library Facilities/ Physical Facilities/ Pilot Projects/ *Prisoners/ *Program Evaluation/ Questionnaires/ Recreational Activities/ *Rehabilitation Programs/ Statistical Data/ Vocational Education
Identifiers: CONNECTICUT/ HARTFORD

ED019564 AC001936
EDUCATION FOR AGING. CURRENT INFORMATION SOURCES, NUMBER 14.
Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.
FEB68 20P.
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
THIS BIBLIOGRAPHY OF RECENT (1964-67) ANNOTATIONS AND ABSTRACTS IS DIVIDED INTO SECTIONS RELATING TO THE CHARACTERISTICS AND LEARNING ABILITIES OF OLDER ADULTS, TRAINING PROGRAMS, AND RETIREMENT AND PRERETIREMENT EDUCATION. SUCH TOPICS AND AREAS OF CONCERN AS STABILITY AND CHANGE IN ADULT CHARACTERISTICS (INCLUDING CHANGES IN GOALS), EDUCATIONAL PHILOSOPHY, TESTING AND TEST CONSTRUCTION, MANPOWER DEVELOPMENT, LABOR MANAGEMENT COOPERATION IN PRERETIREMENT EDUCATION, VOCATIONAL GUIDANCE AND CAREER PLANNING, USE OF CORRESPONDENCE STUDY AND OF EDUCATIONAL FILMS AND TELEVISION, THE PROBLEMS OF OLDER SALESMEN, AND COMPARATIVE EDUCATION IN THE UNITED STATES, GREAT BRITAIN, AND EUROPE ARE REPRESENTED. ALSO LISTED ARE OTHER ERIC CLEARINGHOUSE ON ADULT EDUCATION PUBLICATIONS, AND MEMBERS OF THE NATIONAL ADVISORY BOARD. (LY)
Descriptors: Adult Characteristics/ Adult Learning/ *Age/ Age Differences/ *Annotated Bibliographies/ Cooperative Programs/ Correspondence Study/ Education/ Films/ Guidance Counseling/ Industrial Training/ *Intelligence/ Labor Unions/ Leisure Time/ *Retirement/ Salesmanship/ Testing/ *Vocational Retraining
Identifiers: EUROPE/ GREAT BRITAIN/ OLDER WORKERS/ UNITED STATES

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ED018750 AC002357
GUIDE TO CONTINUING EDUCATION FOR ADULTS OF PROVIDENCE. NUMBER 3.
MULVEY, MARY C.
Providence Public Schools, R.I.
67 132P.
EDRS PRICE MF-$0.76 HC-$6.97 PLUS POSTAGE
THIS DIRECTORY BY PROJECT ARISE (ADULT REFERRAL AND INFORMATION SERVICE IN EDUCATION) OF THE PROVIDENCE SCHOOL DEPARTMENT INDICATES ADULT AND CONTINUING EDUCATION PROGRAMS, TRAINING OPPORTUNITIES, RECREATIONAL PURSUITS, AND CULTURAL OPPORTUNITIES THROUGHOUT RHODE ISLAND. IT PROVIDES INFORMATION ABOUT DEGREE AND NON-DEGREE OPPORTUNITIES THAT EXIST IN RHODE ISLAND COLLEGES AND UNIVERSITIES, FORMAL AND INFORMAL EDUCATION PROGRAMS (FOR CREDIT OR NON-CREDIT) AT THE ELEMENTARY AND SECONDARY LEVELS, VOCATIONAL TRAINING, AND SELF-IMPROVEMENT AND LEISURE PURSUITS. THE COLLEGE AND UNIVERSITY PROGRAMS LISTED HERE ARE OFFERED IN SEPARATE ADULT DIVISIONS OF THE RESPECTIVE INSTITUTIONS, BUT COURSES WHICH MAY BE ATTENDED BY ADULTS, THROUGH SPECIAL ARRANGEMENT, WITHIN THE REGULAR UNDER GRADUATE PROGRAMS ARE ALSO NOTED. THIS DIRECTORY ALSO LISTS INSTITUTIONS AND OTHER RESOURCES WHICH MAKE COUNSELING AND TESTING AVAILABLE TO HELP INDIVIDUALS TO FIND THEIR GOALS AND/OR DIRECT THEM TO APPROPRIATE EDUCATIONAL AND TRAINING PROGRAMS. ARISE SERVES AS A VITAL RESOURCE FOR COUNSELING FOR THESE PURPOSES, AND FOR REFERRAL TO VARIOUS APPROPRIATE GUIDANCE AGENCIES. (AUTHOR/LY)
Descriptors: *Adult Education Programs/ Adult Vocational Education/ *Counseling Services/ Credits/ *Cultural Activities / Degrees (Titles)/ *Directories/ Elementary Education/ Leisure Time/ Secondary Education/ Testing/ Universities
Identifiers: RHODE ISLAND

ED018558 VT001125
COUNSELING GIRLS AND WOMEN--AWARENESS, ANALYSIS, ACTION.
BERRY, JANE ; AND OTHERS
Missouri State Dept. of Labor and Industrial Relations, Jefferson City.; Missouri Univ., Kansas City.
MARGG 78P.
EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE
OBJECTIVES OF THIS GUIDE TO BE USED IN AN INSERVICE TRAINING PROGRAM ARE--(1) TO ALERT COUNSELORS TO SPECIALIZED NEEDS OF GIRLS AND WOMEN, (2) TO PROVIDE A READABLE SOURCE OF BACKGROUND MATERIALS, (3) TO DEVELOP APPRECIATION OF THE ROLE OF THE EMPLOYMENT SERVICE IN COUNSELING GIRLS AND WOMEN, AND (4) TO CREATE AN AWARENESS OF RESEARCH IN THE AREA OF WOMEN'S ROLE IN SOCIETY. THE PERCEPTIVE COUNSELOR ATTEMPTS TO ALERT GIRLS AND WOMEN TO SOCIAL CHANGE AND ITS IMPACT ON WOMEN'S LIVES, FUTURE-ORIENTED OPPORTUNITIES, AND A LIFE PLANNING APPROACH, THE LATTER INVOLVES PLANNING FOR MULTIPLE ROLES DURING DIFFERENT PERIODS OF THEIR LIFE. WOMEN'S EMPLOYMENT FALLS INTO THREE GENERAL PATTERNS--THE CONSTANT EMPLOYEE, THE IN-AND-OUT EMPLOYEE, AND THE NOVICE. ATTITUDES ARE CHANGING TOWARD WOMEN'S ROLES, AND THEY NOW HAVE TO CHOOSE A CAREER OR HOME OR BOTH. RECENT TRENDS IN EDUCATION SHOW THAT THE MORE EDUCATION A WOMAN HAS, THE GREATER ARE THE CHANCES THAT SHE WILL BE WORKING. NEW FIELDS ARE OPENING FOR WOMEN WITH EDUCATION. CONTINUING EDUCATION IS AVAILABLE TO MORE PEOPLE WITH DIFFERENT BACKGROUNDS. A ANNOTATED BIBLIOGRAPHY IS INCLUDED. (MS)
Descriptors: *Counseling/ Educational Counseling/ Educational Planning/ Employment Opportunities/ Employment Services/ Family Life/ *Females/ Inservice Education/ Leisure Time/ Low Income/ Marriage/ Social Change/ Vocational Counseling/ Vocational Development/ *Womens' Education/ *Working Women

ED017106 EC001380
EDUCATING VISUALLY HANDICAPPED PUPILS.
New York City Board of Education, Brooklyn, N.Y.
67 108P.
Report No.: NYCBE-CBULL-05-66-SER-16
EDRS PRICE MF-$0.76 HC-$5.70 PLUS POSTAGE
EDUCATIONAL PROGRAMS AVAILABLE TO BLIND OR PARTIALLY BLIND CHILDREN IN NEW YORK CITY ARE DESCRIBED IN THIS ILLUSTRATED BULLETIN. PROCEDURES FOR SCHOOL PLACEMENT, ORGANIZATION OF SPECIAL CLASSES, AND ENROLLMENT STATISTICS ARE DISCUSSED. THE RESOURCE CLASS PROGRAM AND GUIDELINES FOR BOTH REGULAR AND RESOURCE TEACHERS ARE PRESENTED. OTHER SPECIAL PROGRAMS (ITINERANT TEACHER PROGRAM, MULTIPLY HANDICAPPED BLIND CHILDREN, AND SPECIAL CLASS ORGANIZATION) ARE DISCUSSED. CURRICULUM ADAPTATIONS IN THE FOLLOWING AREAS ARE PROVIDED--LANGUAGE ARTS, SPEECH, TYPING, MATHEMATICS, SCIENCE, SOCIAL STUDIES, FOREIGN LANGUAGE, MUSIC, FINE ARTS, INDUSTRIAL ARTS, HOME ECONOMICS, AND HEALTH EDUCATION, ENRICHMENT AND CORRECTIVE EDUCATION PROGRAMS, TESTING EXTRACURRICULAR ACTIVITIES, TRIPS, EXCURSIONS, AND LEISURE TIME ACTIVITIES ARE ALSO DESCRIBED. THE ROLE AND RESPONSIBILITIES OF THE GUIDANCE AND SUPPLEMENTARY SERVICES, THE ADMINISTRATION, AND THE SUPERVISORY PERSONNEL ARE EXAMINED. TEACHING GUIDELINES AND INFORMATION ON BRAILLE, INSTRUCTIONAL AIDS, AND A GLOSSARY OF MEDICAL TERMS ARE INCLUDED. AN APPENDIX CONTAINS THE ANSWERS TO FREQUENTLY ASKED QUESTIONS, THE EYE REPORT FORM (NEW YORK CITY), A BIBLIOGRAPHY OF 50 ITEMS, AND REFERENCE LISTS OF AGENCIES AND SOURCES OF MATERIALS. THIS DOCUMENT WAS PUBLISHED BY THE BOARD OF EDUCATION OF THE CITY OF NEW YORK, 110 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201, AND IS AVAILABLE FOR $2.00. (CG)
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Identifiers: ITINERANT TEACHER PROGRAMS/ NEW YORK CITY

ED012079 CG000240
THE MILLENIUM--PREPARATION PROGRAMS FOR ELEMENTARY SCHOOL COUNSELORS OF THE FUTURE.
NELSON, RICHARD C.
21MAR67 12P.
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
ELEMENTARY SCHOOL GUIDANCE PROGRAMS WILL EXIST IN THE FUTURE. THE CHANGING WORLD OF WORK WILL CAUSE CURRICULUM REVISIONS TO INCLUDE OCCUPATIONAL UNDERSTANDING WHICH WILL PERMIT MORE COUNSELING. THE COUNSELOR WILL AID CHILDREN IN DEVELOPING WORTHWHILE LEISURE PURSUITS AND AN AWARENESS OF A MULTIPLE-CAREER FUTURE AS COUNSELING PROGRAMS GROW IN NUMBER, RESEARCH DIMENSIONS WILL IMPROVE ALONG WITH THE CONSULTING THAT GOES ON IN THE SCHOOL SETTING, AND FUNCTIONARIES WILL BE AVAILABLE TO RELEASE THE COUNSELOR FROM SECRETARIAL CHORES. THE COUNSELOR WILL BE A PROFESSIONAL AND WILL REQUIRE A 2-YEAR TRAINING PROGRAM. ELECTRONICALLY MONITORED OFF-CAMPUS PRACTICUM EXPERIENCES AND A PAID INTERNSHIP OF A 1/2-YEAR WILL OCCUR ALONG WITH EXTENSIVE SENSITIVITY TRAINING. A LIAISON WITH THE UNIVERSITY AND COMMUNITY WILL BE MAINTAINED FOR SERVICE AND RESEARCH PURPOSES. GROUP COUNSELING WILL BECOME VALUED CONCOMITANT WITH GROUP COUNSELING PRACTICUM EXPERIENCES. AS EXPERIENCE IN ELEMENTARY SCHOOL GUIDANCE INCREASES, COUNSELOR EDUCATION PROGRAMS WILL INCLUDE A COUNSELING TECHNIQUES COURSE RELATED TO THE ELEMENTARY SCHOOL CHILD. IMPROVEMENTS IN TECHNOLOGY WILL AID BOTH COUNSELOR EDUCATION AND THE COUNSELING EXPERIENCE. THIS PAPER WAS PRESENTED AT THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION (DALLAS, MARCH 21, 1967). (VL)
Descriptors: *Counselor Training/ Elementary School Counseling/ Elementary Schools/ Program Development/ Program Guides/ Program Improvement/ Speeches
Identifiers: DALLAS

ED012054 CG000041
THE NEXT TWENTY YEARS--BACKGROUND NOTES FOR ADULT COUNSELING PLANNING.
MICHAEL, DONALD N.
Center for the Study of Liberal Education for Adults, Brookline, Mass.; New England Board of Higher Education, Winchester, Mass.
65 34P.
EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
TO COUNSEL ADULTS WITHIN THE NEXT 20 YEARS, ADVANCED PLANNING AND ACTION BASED ON LONG-RANGE ASSESSMENTS MUST TAKE PLACE NOW. HIGHLY RATIONALIZED MANAGEMENT TECHNOLOGIES, CYBERNATION, SOCIAL ENGINEERING, AND BIOLOGICAL ENGINELRING CAN POTENTIALLY AFFECT THIS PLANNING. SOCIAL AND DEMOGRAPHIC CONDITIONS INTERACTING WITH THESE TECHNOLOGIES WILL INFLUENCE THE CHARACTERISTICS OF WORK, LEISURE, EDUCATION, VALUES, AND DECISION MAKING. VALUES AND BEHAVIOR THAT EMPHASIZE COMMITMENT TO TASK, FLEXIBILITY IN LEARNING, AND EFFECTIVE USE OF INCREASED LEISURE MUST BE LEARNED IN CHILDHOOD AND MODIFIED THROUGHOUT LIFE. DEALING WITH SOCIAL PROBLEMS AND UTILIZING THE OPPORTUNITIES WHICH TECHNOLOGIES AND SOCIAL GROWTH AFFORD WILL REQUIRE THAT PRIORITIES BE ASSIGNED, AND THAT MORE EFFECTIVE CRITERIA FOR CHOICE BE DEVELOPED. THE INCREASING OLDER POPULATION WILL EXERT POLITICAL PRESSURES TO PROTECT IT AGAINST MATERIAL, IDEOLOGICAL, AND EMOTIONAL DISPOSSESSION. BELIEF IN MAN AS BEING UNIQUE IN HIMSELF AND IN HIS RELATION TO THE REST OF THE UNIVERSE WILL BE INCREASINGLY CHALLENGED IN MANY OF THE INFLUENTIAL AND POLICY-PLANNING LEVELS OF SOCIETY. THE MOST IMPORTANT LESSON SOCIAL INSTITUTIONS WILL HAVE TO LEARN IS HOW TO CHANGE RAPIDLY AND FREQUENTLY. THIS ADDRESS WAS PRESENTED AT THE CONFERENCE ON THE TRAINING OF COUNSELORS OF ADULTS (CHATHAM, MAY 22-28, 1965). (RM)
Descriptors: *Adult Counseling/ Adult Education/ Computers/ Conferences/ *Counseling/ *Counselor Training/ *Cybernetics/ *Planning/ Systems Analysis/ Values
Identifiers: BROOKLINE/ CHATHAM/ WINCHESTER

ED011450 JC660271
CHARACTERISTICS OF JUNIOR COLLEGE STUDENTS IN OCCUPATIONALLY ORIENTED CURRICULA.
STEWART, LAWRENCE H.
California Univ., Berkeley. School of Education.
MAR66 49P.
Report No.: R-1966-1
EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
TWO INVENTORIES (THE INTEREST ASSESSMENT SCALES AND SELECTED SCALES OF THE OMNIBUS PERSONALITY INVENTORY) AND A BACKGROUND QUESTIONNAIRE DEVELOPED AT THE UNIVERSITY OF CALIFORNIA AT BERKELEY WERE ADMINISTERED TO MALE AND FEMALE JUNIOR COLLEGE STUDENTS ENROLLED IN TRADE AND VOCATIONAL COURSES. AMONG THE NONCOGNITIVE VARIABLES COMPARED WERE SOURCES OF LIFE SATISFACTION (JOB, MARRIAGE, FAMILY, LEISURE, AND RELIGION), RISK TAKING ATTITUDES, IMPULSE EXPRESSION, ESTHETICISM, AND ABSTRACTION. MEANINGFUL PSYCHOLOGICAL FACTORS WERE FOUND TO BE RELATED TO THE CHOICE OF A VOCATIONAL PROGRAM IN A JUNIOR COLLEGE. THE STUDENTS ARE NOT SIMPLY AN AGGREGATE OF INDIVIDUALS WHO ARE IN VOCATIONAL PROGRAMS BECAUSE THEY HAVE BEEN UNSUCCESSFUL IN OTHER COURSES OR BECAUSE THEY HAVE BEEN JUDGED UNABLE TO COMPLETE AN ACADEMIC COURSE OF STUDY. THEY ARE DIFFERENT FROM THOSE JUNIOR COLLEGE STUDENTS WHO ARE IN NONVOCATIONAL PROGRAMS AND FROM STUDENT POPULATIONS IN 4-YEAR COLLEGES AND UNIVERSITIES. THIS INFORMATION IS CONSIDERED ESSENTIAL IN COUNSELING PROGRAM AND CURRICULUM PLANNING. (HS)
Descriptors: Curriculum Planning/ Interest Tests/ *Junior Colleges/ Occupational Choice/ *Personality Assessment/ *Student Characteristics/ *Student Interests/ *Vocational Counseling/ Vocational Education
Identifiers: BERKELEY/ INTEREST ASSESSMENT SCALES/ OMNIBUS PERSONALITY INVENTORY

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